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ABSTRACT

As part of a research project designed to provide counselors and student personnel administrators with information relevant to career and curriculum planning needs, a survey of 1,007 women and 784 men at four two-year colleges in New York City was conducted to determine their characteristics (with particular emphasis on the women) and to identify the factors which influence women's career decisions. The survey instrument, which was administered in class, solicited information on: age; marital status; race; citizenship; parents' life situation, educational attainment, and occupation; residence; college attended; class and full-/part-time status; college finances; employment; majors; pre-college activity; reasons for college choice; occupational choice and salient factors in career choice; plans for the future with regard to work pattern, salary, employer, ease in finding a job, job-hunting techniques, residence, marriage, and family. The men who were surveyed were asked if they expected their wives to work, especially after having children. In addition, students were asked about their experiences with counselors and faculty advisors, and about problems they had experienced at college. The study report examines the lack of research related to women at two-year colleges and analyzes study findings with special emphasis on women students who chose non-traditional careers. (JP)

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A Study of Two-Year College Women in New York City: Characteristics, Career Determinants and Perceptions

Dr. Kathryn M. Moore
Project Director

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Dr. Kathryn M. Moore
Project Director

Final Report
ESEA Project #42-74G-103

Institute for Research and Development in Occupational Education, Department of Education, New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York, in cooperation with the Institute for Research and Development in Occupational Education, City University of New York, New York, and the Bureau of Two-Year Colleges, New York State Education Department, Albany, New York

May, 1977

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Dr. Kathryn M. Moore
Project Director

ABSTRACT

The project examines some of the characteristics and perceptions of two-year college students in order to provide college counselors and administrators with information which will enable them to plan and implement services and programs to better meet student needs with regard to career and life aspirations. Information is especially sought on factors which help to influence women's career decisions. Recent research has emphasized the four-year college population and consequently, not enough is known about the decisions and goals of two-year college students.

Objectives of the Study

1. Establish a profile of characteristics of two-year college students with special emphasis on women students.
2. Ascertain similarities and differences among students who are enrolled in various programs of two-year colleges.
3. Identify factors within the institution which are perceived by women students as encouraging or inhibiting their educational goals and motivations.
4. Identify implications of the findings for educational planning and development for women: in particular, as they relate to the guidance and counseling services in two-year colleges.

Procedures

Research was conducted with men and women students through a standardized questionnaire in a sample of four two-year colleges in the City University of New York system. Data is analyzed to provide for construction of student profiles and to identify implications for two-year college program planning, counseling and placement.

Benefits

Program planning, counseling and placement in two-year colleges will respond more adequately to State policy and proposed action (for example, as set forth in Regents Position Paper No. 14, Equal Opportunity for Women). Guidance and counseling personnel in two-year colleges will be better informed and more sensitive to the needs of women students in their institutions and better equipped to be of assistance.

Women students enrolled in two-year colleges will have the benefit of improved counseling and guidance services and will be encouraged to expand their horizons for career and life goals.

I. Project Description

A. Identification of the Problem: The purpose of the study is to refine and expand the knowledge base on students in the two-year college in order to assist counselors, student personnel administrators and others in New York State two-year colleges with the task of career and curriculum planning. The study results from an observed need for information and analysis of students, particularly women, across the broad spectrum of New York State two-year colleges.

In the first stage of the project, a basic research design and related instruments were developed and implemented involving a sample of students and two-year colleges in central New York State. The second stage of the project, for which this is the summary report, was devoted to expansion of the data base to include more two-year colleges and students, and dissemination of the combined findings in ways that will have practical application for those involved in assisting students with career planning and personal development across the state. In short, this second stage attempts to bring into sharper focus the specific ways and means by which women students' access to and willingness to choose occupational areas, particularly of a non-traditional nature, can be affected by counselors within the context of a given two-year college setting.

B. Significance of the Study: In addition to contributing to the limited, if growing, datapool on two-year college students, other principal objectives of the study will be to provide a research design which can be replicated at colleges in various settings as well as to offer recommendations which will have particular relevance for facilitating educational counseling and planning for women. Projections for the future suggest that there will be increasing numbers of women in the labor force along with changes in demand for workers in the traditional "women's occupations" of teaching and clerical work. The two-year college is well-suited to provide the needed training for women to enter the job market as technicians or workers in various skilled trades in which greater growth rates are expected. However, determining the characteristics of two-year college women and the factors which affect their decisions is the first step in planning and providing programs to meet these needs and in offering more options to women in choosing a career.

II. Objectives

The open door policies of two-year colleges present a challenge to these institutions to meet the needs of the variety of new students, including the educationally disadvantaged, ethnic minorities and women, who are enrolling in increasing numbers.

Long-Range Goal: The Regents' Position Paper No. 14, Equal Opportunity for Women, address the particular concern of women and includes the following guidelines:

1. Every course of study, including specialized trade and technical courses must be open equally to boys and girls. Given today's cultural attitudes, it is not enough merely to open the doors. Only a few highly motivated girls are likely to be daring enough to seek entry into fields that have been up to this time exclusively for men. It will be necessary to actively recruit girls in the trade and technical fields with the full cooperation of guidance counselors . . . .

2. Inservice training must be provided for teachers, guidance counselors and other specialists, paraprofessionals and administrators to prepare them to take an active role in encouraging women to seek careers in whatever fields are best suited to their individual talents.

State Objectives: The State Plan Abstract (August, 1970) for implementing Elementary and Secondary Education Act, Title III, Guidance Counseling and Testing, Section 3.2, includes the following objective:

> . . . to foster guidance and counseling programs which will (a) provide a program to identify the abilities, aptitudes and interests of all students; (b) assist all students to progress successfully, and as far as possible, in educational programs well-suited to their abilities, aptitudes, and interests; (c) provide staff members with the information about students useful for effective teaching and educational planning. . . .

Project Objectives:

1. To provide a descriptive profile of women enrolled full-time in selected New York State two-year colleges not only with regard to general demographic characteristics, but also with regard to career/life plans and motivations.

2. To analyze the similarities and differences among women enrolled in the various programs of the selected two-year colleges, including reasons for program selection, satisfaction with program and projected utilization of the educational training received.

3. To determine factors within the urban two-year institutions which are perceived by women students as encouraging or inhibiting their educational goals and motivations. Particular attention will be

given to the women students' perceptions of the guidance and counseling services of the institutions.

4. To provide a synthesis of the findings which will contribute to future educational planning and development for women in both urban and non-urban two-year colleges. Activities to be undertaken herein include:

   a. Develop an instrument which can be utilized by guidance and counseling staff to aid them in identifying the characteristics, perceptions and motivations of the students, particularly women, in their institutions.

   b. Prepare and present materials and personal interpretations to guidance and counseling staff members in two-year institutions in order to discuss ways and means of assisting their women students.

   c. Prepare a publication which can be circulated to guidance and counseling staff in all New York State two-year colleges which will assist them in counseling women students for future career and life aspirations. This publication will also be made available to counselors and other personnel in public and private secondary schools to aid them in pre-college guidance counseling.

III. Rationale for the Project Objectives

Increasing numbers of women are among the "new students" who are enrolling in the nation's two-year colleges as part of open door policies. Although in the past, many women students also sought post-secondary education, in two-year colleges, their numbers have been swelled by students from varied backgrounds and by the recognition of the large group of women who were often categorized as "adult learners," "recreational learners" or "non-degree students." Recently, developments such as affirmative action have brought greater visibility and concern for women as women and for their specific educational needs and career goals. Although design of programs and changes in the traditional educational patterns have been a significant part of the institution's response to the special needs of the new students, the counselor and student personnel administrator have also emerged as critical staff members for encouraging and supporting women who seek occupational and personal development.

To date, little research has been available concerning important elements of women's experience in the two-year college. Even though the relatively recent growth of community colleges throughout the country has stimulated an accompanying need for information about the two-year college student, most of the existing research on student characteristics and college influence involves the four-year college or university. Further, although a number of studies have investigated both junior and senior college students, they frequently have not examined the characteristics and objectives of the women college students separately or in depth.

This lack of research specifically focused on women extends to the general area of career choice. While researchers such as Super (1963), Ginsburg (1951), Holland (1966), and others have attempted to provide generally applicable theories of vocational development, most of the actual research activity has centered on male subjects. The recent interest in the careers and work histories of women has resulted in directing attention to the special conditions which affect the decisions girls and women make concerning their educational preparation as well as their selection and choice of occupations. For this reason, Zytowski (1969) and Psathas (1968) support separate theories of career development for women. Each theory considers such factors as family background, social class and social mobility, motivation and reward as possibly operating in different ways for women than for men.

Such theories help illuminate new aspects of career process. For example, in an extensive study, Astin (1970) followed the careers of 17,000 high-ability girls from Project Talent for five years following high school. Astin found that prediction of whether a woman would pursue a professional-level career or become a housewife or office worker was best obtained from a consideration of educational attainment and martial and family status. In studies of college women, Almquist and Angrist (1970) found a relationship between the mother's work history, enriching experiences of the student herself and the selection of an atypical career. Farmer and Bohn (1970) emphasize the role that home-career conflict played in affecting career choice. However, a potentially serious shortcoming of research such as the above is that the researchers who have set out to investigate the special conditions of women's career decision-making have also concentrated their research almost

exclusively on university or four-year college women or upon high-ability girls. While such studies as the above contribute to the growing pool of knowledge concerning women, it is not known if the same factors influence the decisions of women in the various programs of the two-year college or indeed if the women themselves are similar to those attending four-year colleges.

In the two-year college, women can prepare either for specific vocational goals or for transfer to another educational institution for further study. The limited research which has been done on women in these programs which lead to different professional levels and to earlier or later participation in the world of work, they appear to be strikingly similar. Bruce, Engen, and Maxey (1971) discovered that women in both transfer and occupational programs, unlike the men studied, were from essentially the same socioeconomic backgrounds and levels of high school achievement. This seems to imply that SES cannot be used as a predictor of community college women's career choices in the same way as for men. Moreover, Cross (1971) suggests that students attending community colleges are drawn primarily from lower SES levels in which males are more likely than females to attend college. Cross feels this emphasizes the existence of a cultural double standard in which the largest group of academically-able students not receiving post-high school education is composed of girls of lower SES.

The central hypothesis of the studies by Bruce, Engen and Maxey and by Cross; namely, that there is little or no difference between women in transfer and occupational programs, merits further investigation and validation. One factor not mentioned in these studies, but which may have considerable effect on the aggregate similarities between the two groups of women, is that certain programs within the occupational group may require abilities similar to or higher than those of the transfer program and may attract or select women who are generally more similar (in SES, ability, etc.) to transfer women than to women in other terminal programs. We refer in particular to that large group of women who are enrolled in the medical-support programs such as nursing, laboratory technician, dental hygiene and others. Should this conjecture prove true, then research on the transfer and occupational program women should: (1) control for program, and (2) explore in much greater depth the possible differences within the transfer and occupational program areas themselves. The study of the past year has done this for the central New York State college sample and will do both of these for the selected New York City sample. The potential for correlating these two sets of findings is exciting.

In addition, the general body of research on women seems to indicate the desirability of looking for differences in attitudes among women in the various two-year college programs. Generally, we will be testing for clusterings of attitudes related to sex-role stereotyping, work and career orientations, marital and family plans, which may differentiate groups of women in the community college. In the current research effort the data are examined for differences occurring along program lines as well as for the answer to the question: to what extent do the available array of programs in the two-year college conform to and confirm these attitude clusters and thereby, in a sense, perpetuate differences? These aspects were investigated through interviews with women regarding their perceptions and satisfactions with programs they selected.

From previous research and preliminary examination of the present year's

effort, it is confirmed that in the programs of the two-year college as well as in other institutions of higher education, women are concentrated in areas which provide preparation for jobs at various levels of the traditional fields of teaching, nursing, secretarial work and social work. They are particularly under-represented in vocational areas where status and financial reward are greatest. Such under-representation may be a result of prejudice or self-selection: e.g., talented or otherwise qualified women may hesitate to prepare for or seek employment in traditionally masculine areas because of the difficulties they perceive. While this may result from socialization practices and other environmental factors, the important role played by the college experience was emphasized in a study by Katz (1968) which included a sample of 448 two-year college students. He found that the college experience itself was influential in affecting career choice or in contributing to inappropriate selection of careers. This choice process involved both the occupational experiences available to the student from college sources and development of the self-concept through other education-related experiences as well as the student's own perception of the occupations available to her. Clearly, the setting of the college itself plays a role in this impact matrix, but in what ways and with what effect is not yet known. It might be predicted that a city with a more heterogeneous population would allow and even foster greater breadth of career choice for all students. Although such an effect may occur, it has never been adequately explored.

In summary, it seems clear that the research (or the lack thereof) on women to date underscores the pressing need for more study and recognition of the characteristics and attributes of women in the two-year college and the influence of the college environment as indispensable steps in any attempt to meet the needs of this large segment of society through the programs and services of the two-year college. The investigations of Jones (1973) with black and women students at the University of Pittsburgh and Gilli (1972) with Pennsylvania two-year college students emphasize the importance of counseling in the career decision-making process of the new student. The outcomes of this proposed research effort are intended to provide counselors and student personnel administrators with information to aid them in counseling women students for future career and life aspirations and in making decisions about programs and services to offer all students.

IV. Procedures

In the Fall of 1974, four two-year colleges in New York City were selected and invited to participate in the study. The colleges were included on the basis of the nature and scope of their programming (particularly for women), the diversity of their students, and the variety of their philosophies and administrative structures. In addition, their willingness to cooperate with and interest in the research project were indispensable.

Based upon an extensive review of the literature pertaining to women's education, work history and career development, a questionnaire was developed during the project of FY '74. Questionnaire items were generated in a forced-choice format whenever possible to provide compatibility of data between colleges. Open-end items were necessary in some cases, however, to provide for the variety of responses expected. The questionaires were designed to be completed by the individual students in group settings.

Questionnaires were administered by personnel of the CUNY Institute for Research and Development in Occupational Education during February and March, 1975. Usually the questionnaires were administered during class time. The classes were selected so as to insure the presence of students from the full breadth of college programs. A total of 1791 students completed the questionnaires. The questionnaires were administered to both male and female students, although more female respondents were sought. We felt that comparative data on males and females was one of the major weaknesses of previous research. Where possible and appropriate we have attempted to present data in aggregate and then by male and female responses.

The Cornell University Computer Center provided facilities for the analyses. The Statistical Package for the Social Sciences (SPSS) was the basic system used to analyze the data.

Limitations. The study is largely descriptive in nature, however, comparisons of certain variables are made and a limited attempt to establish causality is made on some questions.

Since all of the data were provided by the participating two-year college students, therefore, the results are accurate only to the extent that the respondents were initially accurate in their responses.

V. Presentation and Discussion of Data

A. Selected Demographic Variables

The sample of students totaled 1791: 1007 females and 784 males. Data will be discussed highlighting the differences between men and women students. Differences by college will also be noted where appropriate.

1. General Background

Age. The age (Table 1) range of the student sample is 16 years to 59 years. The women as a group have more younger students and more older students than the men. Over half (55.6%) of the women are 19 or younger, while less than half the men (47.6%) are in that range. On the other hand, 9.4 percent of the women are 34 or older, as compared to 3.8 percent for the men.

Marital Status. Male students are more likely to be single (82.6%) than are women (71.8%). This gap is narrowed somewhat by the larger portion of women (7.3%)versus 1.4% for the men) who indicated they are widowed, divorced, separated or single with children. While a number of single mothers are included in the sample, there are no single fathers. About a tenth of the total sample are married with children. Men and women are fairly equally distributed in the other possible categories. (See Table 2).

Race. The distributions of the sample by race are presented in Table 3 reflect the urban nature of this sample. Similar percentages are found for male and female students: 46.5 percent of the total sample is white, 29.6 percent is black, 9.0 percent Puerto Rican, and 4.5 percent Spanish-American. Within the "other" category are students from various European extractions (e.g., Italian, Yugoslavian) and students from a variety of other countries (e.g., India, Greece, Egypt, etc.).

Citizenship. While the majority of the students (84.2%) are American citizens, some indication of the cosmopolitan nature of these institutions is indicated by the 15.8 percent who are not citizens. This might also pose special problems for those charged with providing education and counseling for these students. (Table 4).

Parental Life Situation. Table 5 presents the data on parents' life situation. Few differences were found between men and women students. Again, the urban flavor of the sample is apparent in that less than 60 percent of the students have parents who are both living and together. Almost twenty percent of the students have parents who are divorced or separated, while another 21.3 percent of the students indicate one or both of their parents is deceased. In this as in other questions asking for information about parents, there are a number of students who could not supply any data about one of their parents.

Parents' Educational Attainment. There are few differences between male and female students in the educational attainment of their parents. (Tables 6 and 7 present the findings relative to these variables.) About a quarter of the students have fathers who have more than a high school education, while a fifth of the sample have mothers with some education beyond high school. It is interesting to note, and perhaps illustrative of the family backgrounds of some of these students, that 3.1 percent of the sample reported that their father's educational attainment was unknown to them and 1.7 percent did not know their mother's education level.

Parental Occupations. Father's occupation (Table 8) is often included in social analysis as an indicator of SES. We included it here for that reason as well as for the specific occupational information itself. We were also quite interested in the occupations of mothers (Table 9), because there is a growing research literature on the impact of the occupation of mothers as well as fathers upon the career choice and "career commitment" of women. We used the Dictionary of Occupational Titles classification (3-digit code) to provide us with a greater degree of specificity that is usually required. These separate categories could then be merged when necessary into the larger, more familiar categories of professional, managerial, sales/clerical, skilled/ semi-skilled, etc.

It has sometimes been asserted that families of two-year college students tend to have a lower SES than do families of four-year college students (Karabel, 1972). Using collapsed categories of father's occupation as an indicator of SES, this does not seem to be true for our sample. Almost a third of the fathers are in the occupations related to management and administration (18.6%) or the professional (9.7%). Skilled/semi-skilled occupations employ 27.8 percent, service 14.4 percent, miscellaneous occupations (including such jobs as truck driver and subway conductor) 13.3 percent, and sales/clerical 13.1 percent. However, if one looks at specific occupations within the general categories there is a tendency for fathers in this sample not to be concentrated in the higher status jobs within a particular category. Thus, within the professional category fathers are more likely to be draftsmen than engineers.

Women students are somewhat more likely than men students to have fathers who are in administration or management (20% versus 16.7% for men). On the other hand, male students are slightly more likely to have fathers in service or skilled/semi-skilled occupations. However, the differences are quite small.

The individual occupations for fathers which are most frequently cited include managerial work (3.2%), miscellaneous construction occupations (3.1%), wholesale and retail managers (2.9%), and passenger transportation occupations (2.6%). The wide dispersal of specific occupations in our sample is a reflection of the range of employment options available in an urban area.

Maternal occupations (Table 9) tend to reflect trends with regard to female employment. Over half of our sample (54.2%) report that their mothers are housewives. However, less than a third of the students (29.1%) report their mothers have never worked. Of mothers not currently employed as housewives, secretarial work is the largest single category (6.1%); followed by registered nurse (3.5%) and tailor or dressmaker (2.3%). As can be inferred from these

low percentages, a large number of differential maternal occupations (135) were listed by our sample. Few of the mothers are in innovative occupations. One mother was reported to be a college professor, one mother is a physician and 4 women are accountants.

In comparing the occupations of mothers and fathers, similar percentages fall into the professional category (fathers - 9.7% and mothers - 8.5%). However, the women professionals are distributed mainly in traditional women's occupations. Over three-quarters of them are registered nurses or teachers below the college level. The fathers are more scattered within the professional category, but over half of them are found in fields traditionally filled by males: engineering, drafting, medicine, law.

Over a quarter of the fathers are in occupations classified as skilled or semi-skilled, occupations which are traditionally male. Almost a third of the mothers who fall into the skilled/semi-skilled category (7.9% of the sample) are dressmakers who are in a stereotypically female occupation. Within the sales and clerical category, fathers are reported to hold salesmen's jobs, while mothers are reported to be secretaries or clerks.

Home While in High School. Students were asked to report where they lived during their high school years. Men and women reported very similar residences. Almost three-quarters of the students lived in New York City; 12.7 percent of them lived in suburbs; with the balance being distributed between the other categories. (See Table 10).

Table 1. Age (range 16-69)

	Women		Men		Total	
	N	%	N	%	N	%
16 to 17 years	87	8.8	28	3.7	115	6.5
18	265	26.8	176	22.9	441	25.1
19	198	20.0	161	21.0	359	20.4
20	99	10.0	109	14.2	208	11.8
21	52	5.2	64	8.3	116	6.6
22-24	80	8.1	76	9.9	156	8.9
25-27	51	5.2	66	8.6	117	6.7
28-33	64	6.5	58	7.6	122	7.0
34-39	42	4.2	19	2.5	61	3.5
40-49	25	2.5	7	.9	32	1.8
50 or older	27	2.7	3	.4	30	1.7
	990	100.0	767	100.0	1757	100.0

Table 2. Marital Status

	Women		Men		Total	
	N	%	N	%	N	%
Single	722	71.8	647	82.6	1369	76.6
Engaged	44	4.4	15	1.9	59	3.3
Married, no children	34	3.4	29	3.7	63	3.5
Married, w/children	115	11.4	74	9.5	189	10.6
Widowed, divorced, separated, or single, w/ children	73	7.3	11	1.4	84	4.7
Other	2	.2	4	.5	6	.3
	1005	100.0	783	100.0	1788	100.0

Table 3. Race

	Women		Men		Total	
	N	%	N	%	N	%
American Indian	7	.7	11	1.4	18	1.0
Black	312	31.5	207	27.1	519	29.6
Oriental	12	1.2	29	3.8	41	2.3
White	462	46.6	354	46.3	816	46.5
Spanish American	38	3.8	41	5.4	79	4.5
Puerto Rican	90	9.1	68	8.9	158	9.0
Mixed	10	1.0	5	.7	15	.9
Other	61	6.1	49	6.4	110	6.3
	992	100.0	764	100.0	1756	100.0

Table 4. Citizenship

	Women		Men		Total	
	N	%	N	%	N	%
U.S. citizen	850	84.6	657	83.8	1507	84.2
Not U.S. citizen	155	15.4	127	16.2	282	15.8
	1005	100.0	784	100.0	1789	100.0

Table 5. Parents' Life Situation

	Women		Men		Total	
	N	%	N	%	N	%
Both living & together	571	57.0	473	60.5	1044	58.6
Divorced or separated	196	19.6	157	20.1	353	19.8
Both deceased	53	5.3	21	2.6	74	4.2
Father deceased	136	13.6	100	12.8	236	13.2
Mother deceased	41	4.1	29	3.7	70	3.9
Other	4	.4	2	.3	4	.4
	1001	100.0	782	100.0	1783	100.0

Table 6. Fathers' Educational Attainment

	Women		Men		Total	
	N	%	N	%	N	%
None	26	2.7	39	5.1	65	3.8
8th grade or less	145	14.9	99	13.0	244	14.1
Less than high school	233	24.0	181	23.8	414	23.9
High School graduate	281	28.9	240	31.6	521	30.1
Some college	132	13.6	82	10.8	214	12.4
Bachelor's degree	69	7.1	45	5.9	114	6.6
Some graduate work	10	1.0	8	1.1	18	1.0
Graduate or Profess. degree	46	4.7	41	5.5	87	5.0
Unknown	30	3.1	24	3.2	54	3.1
	972	100.0	759	100.0	1731	100.0

Table 7. Mothers' Educational Attainment

	Women		Men		Total	
	N	%	N	%	N	%
None	26	2.6	31	4.0	57	3.2
8th grade or less	130	13.2	92	12.0	222	12.6
Less than high school	249	25.2	166	21.6	415	23.6
High School graduate	363	36.7	300	39.1	663	37.8
Some college	123	12.5	80	10.4	203	11.6
Bachelor's degree	44	4.5	36	4.7	80	4.6
Some graduate work	10	1.0	21	2.7	31	1.8
Graduate or Profess. degree	28	2.8	27	3.5	55	3.1
Unknown	15	1.5	15	2.0	30	1.7
	988	100.0	768	100.0	1756	100.0

Table 8. Father's Occupation

	Women		Men		Total	
	N	%	N	%	N	%
Professional	91	9.9	70	9.5	161	9.7
Administrator/Manager	186	20.2	123	16.7	309	18.6
Sales/Clerical	117	12.7	100	13.6	217	13.1
Service	120	13.0	119	16.2	239	14.4
Skilled/semi-skilled	244	26.5	216	29.3	460	27.8
Farmer/farm worker	28	3.0	22	3.0	50	3.0
Housewife	1	.1	-	-	1	.1
Misc.	134	14.6	86	11.7	220	13.3
	921	100.0	736	100.0	1657	100.0

Table 9. Mother's Occupation

	Women		Men		Total	
	N	%	N	%	N	%
Housewife	495	51.2	438	57.8	933	54.2
Professional	87	9.0	60	7.9	147	8.5
Administrator/Manager	35	3.6	26	3.4	61	3.5
Sales/Clerical	181	18.7	117	15.4	298	17.3
Service	74	7.6	49	6.5	123	7.1
Skilled/semi-skilled	78	8.1	59	7.8	137	7.9
Farm/farm worker	3	.3	1	.1	4	.2
Misc.	15	1.5	8	1.1	23	1.3
	968	100.0	758	100.0	1726	100.0

Table 10. Home Residence

	Women		Men		Total	
	N	%	N	%	N	%
New York City	734	73.1	575	73.7	1309	73.4
City (not NYC)	45	4.5	38	4.9	83]	4.7
Suburb	129	12.8	98	12.5	227	12.7
Town	51	5.1	40	5.1	91	5.1
Farm	14	1.4	8	1.0	22	1.2
Another country	9	.9	4	.5	13	.7
Other	22	2.2	18	2.3	40	2.2
	1004	100.0	781	100.0	1785	100.0

2. College Background

The next section of the report deals with demographic data concerning the students' college situation.

Distribution of Students by College. As Table 11 shows the sample for this study comes principally from College 2 and 3. College 4 contributed 15.6 percent of the sample, while College 1 wich 39 students in the study represents only 2.2%. These differences are a result of difficulties in data collection rather than a deliberate attempt to focus on only two schools.

More women than men were included in this sample which was a deliberate result of the sampling strategy. Roughly similar percentages of men and women were polled from each of the participating institutions.

Class Status. The class status data reported in Table 12 is skewed by the fact that almost all the students (98%) from College 4 were first-year students. If they are removed from the total figures, the sample is much closer to the typical 60/40 ratio (first/second year students) that is typical in most two-year colleges. There are significant differences between the class status of men and women students. A higher proportion of men students (32.7%) are second year students than are women (25.7%). The women students' significantly greater representation in the first year class is in part related to their greater likelihood of being part-time students.

Full or Part-time Student. Table 13 indicates that most of the students are full-time (91.2%). Men (93.4%) are full-time students somewhat more frequently than are women students (89.5%). However, these figures may not reflect the true proportion of full or part-time students enrolled in these institutions. Since project efforts were aimed at obtaining a sample of students in full-time programs, few evening classes were surveyed which may mean that part-time students are underrepresented in this study.

College Finances. Men and women students report significantly different sources of educational financing (Table 14). These findings should be viewed remembering that all students in this sample attend tuition-free institutions. Parents are the main source of financing for 37.9 percent of the women and 30.2 percent of the men. Another major source of financing for male students is employment (27.4%), but this is listed as the main source by only 18.6 percent of the women. Women students indicate that scholarships are their main source of financing in 19.7 percent of the cases, while for men scholarships are the main source for 12.4 percent.

Men cite military benefits as their main source of financing in 11.5 percent of the cases, a source which only .4 percent of the women rely on. Other main sources of financing reported by the total sample include government benefits (non-military) - 6.3 percent; savings - 6.1 percent; spouse's earnings - 5.0 percent; and loans 2.1 percent. It should be noted that while 7.8 percent of the women report a spouse is their "main source" of financing, only 1.5 percent of the men indicate the main source of support is their spouse.

Employment. Because men report a greater reliance on employment for financing their education, it is not surprising that they also report a greater number of hours working (Table 15). While 60.5 percent of the women students reportedly do not work, only 46.7 percent of the men do not work. Male students are twice as likely to work over thirty hours per week and almost twice as likely to work twenty-one to thirty hours per week as are women.

Majors. Table 16 lists the 39 different programs which students report as majors. Over half the women (53.2%) and over a third of the men (37.0%). are in liberal arts. This predominance of liberal arts students is a reflection of the stated intention of these students to transfer to four-year institutions (in data not reported here, 56.6 percent of the sample indicate they plan to transfer as soon as they finish their current course of study).

No major other than liberal arts enrolls more than seven percent of the total sample. However, if the majors of menaand women students are considered separately, there are several other popular majors, which tend to follow traditional sex roles. Men major in electronics/tv (13.7%) and data processing (6.8%), while women major in secretarial science (10.8%) and registered nursing (7.7%). Taken as a whole the "technical" majors attract 30.0 percent of the men, but only 2.5 percent of the women. On the other hand, the "health services" majors are chosen by 18.0 percent of the women and 9.4 percent of the men.

There is some evidence of role innovativeness on the part of both men and women. For women this was seen in the technical fields as well as selected areas of the business field. For men registered nursing and pre-school education are innovative majors.

Pre-college Activity. Table 17 tabulates the responses of students when asked to report their activities within the six months prior to attending their two-year college. There are several differences between the experiences of men and women. Over half the sample had come to college directly from high school with the women (54.3%) somewhat more likely than the men (50.2%) to be in this category. Another large group of students (women - 20.1% and men - 26.4%) report having been employed full time prior to entering college. In addition,,students report part-time employment (4.8%) and a period of unemployment (6.1%) prior to entering college. Only two women (.2%) had been in the military compared to 4.1 percent of the men. Women, on the other hand, report coming to school after a period of homemaking (10.6%).

Similar percentages of men (5.0%) and women (4.4%) report attending another college prior to attending their present two-year college. This implies transfer into instead of out of the two-year college.

These two-year college students tend to be distinguished from their four-year college counterparts by the extent of full-time employment, their reported period of unemployment and, for women, by homemaking activities.

College Residence. With few exceptions students at these schools live with their parents (67.9%) or in an apartment (25.7%). Only .8 percent of the students report living in dormitories. The remainder live in their own homes or

with their own families (as opposed to with their parents).

Reasons for Selecting this College. The literature indicates that two-year college students tend to have somewhat different reasons for selecting their colleges than do four-year college students. To explore this we asked students to rank order the three most important reasons they had for selecting the college they were attending.

Men and women have similar reasons for choosing their college (see Table 19). Over the whole sample the three primary reasons are: 1) closeness to home, 2) special courses, and 3) tuition. It should be pointed out that all the schools in this sample do not charge tuition.

If only the first choice reason is considered, the most frequently chosen reasons remain the same, but the ranking is somewhat different. For both men and women, special courses are the primary first choice reason, followed by closeness to home for women and tuition for men.

Although the "other" category is only the tenth ranked choice in the aggregate ratings, it ranks seventh for women and sixth for men as a first choice reason. In a number of cases this "other" reason is that the individual had not been accepted by their first choice school (usually a public, four-year college). This indicates a sizable minority of students who are attending their college by default.

Applications to Other Schools. Despite a group of students who are attending a school which is not their first choice, as Table 20 indicates, almost half (44.4%) the students in our sample report that they filed no other applications. Women (46.5%) are somewhat more likely than men (41.8%) to have applied only to one school. Of those who do report making other applications, 27.1 percent applied to public, four-year colleges and 17.8 percent applied to another two-year college. Men were somewhat more likely to apply to four-year schools (either public or private) and women were somewhat more likely to apply to other two-year colleges.

College Background Tables

Table 11. Distribution of Students by College

	Women		Men		Total	
	N N	%	N	%	N	%
College 1	26	2.6	13	1.6	39	2.2
College 2	413	41.0	369	47.1	782	43.7
College 3	406	40.3	284	36.2	690	38.5
College 4	162	16.1	118	15.1	280	15.6
	1007	100.0	784	100.0	1791	100.0

Table 12. Class Status

	Women		Men		Total	
	N	%	N	%	N	%
First year	737	73.3	507	64.8	1244	69.5
Second year	259	25.7	256	32.7	515	28.8
Other	10	1.0	20	2.5	30	1.7
	1006	100.0	783	100.0	1789	100.0

Table 13. Full or Part-time Student

	Women		Men		Total	
	N	%	N	%	N	%
Full-time	899	89.5	731	93.4	1630	91.2
Part-time	105	10.5	52	6.6	157	8.8
	1004	100.0	783	100.0	1787	100.0

Table 14. College Finances

	Women		Men		Total	
	N	%	N	%	N	%
Employment	184	18.6	213	27.4	397	22.5
Savings	48	4.8	59	7.6	107	6.1
Gov't. benefits	65	6.6	47	6.1	112	6.3
Military benefits	4	.4	89	11.5	93	5.3
Scholarships	195	19.7	96	12.4	291	16.5
Loans	23	2.3	14	1.8	37	2.1
Parents	376	37.9	234	30.2	610	34.5
Spouse's Earnings	77	7.8	12	1.5	89	5.0
Other	19	1.9	12	1.5	31	1.7
	991	100.0	776	100.0	1767	100.0

Table 15. Employment

Hours per week	Women N	Women %	Men N	Men %	Total N	Total %
None	605	60.5	365	46.7	970	54.4
1 to 10 hours	87	8.7	67	8.5	154	8.6
11 to 20 hours	174	17.4	162	20.7	336	18.9
21 to 30 hours	74	7.4	94	12.0	168	9.4
More than 30 hours	60	6.0	92	11.8	152	8.6
Unemployed	-	-	2	.3	2	.1
	1000	100.0	782	100.0	1782	100.0

Table 16. Majors

Aggregate Liberal Arts	Women N	Women %	Men N	Men %	Total N	Total %
Liberal Arts	527	53.2	287	37.0	814	46.1
General Studies	1	.1	-	-	1	.1
Journalism	-	-	1	.1	1	.1
Arch. Design	1	.1	1	.1	2	.1
Art	2	.2	-	-	2	.1
Performing Arts	2	.1	1	.1	3	.2
Art and Advertising	12	1.2q	16	2.1	28	1.6
	545	54.9	307	39.5	851	48.2
Technical						
Civil Tech.	-	-	3	.4	3	.2
Construc. Tech.	-	-	17	2.2	17	1.0
Drafting/Design	8	.8	23	3.0	31	1.8
Electronics/TV	2	.2	106	13.7	108	6.1
Eng. Science	-	-	12	1.5	12	.7
Hotel Tech.	9	.9	17	2.2	26	1.5
Industrial Arts	-	-	21	2.7	21	1.2
Mechanical Tech.	-	-	28	3.6	28	1.6
Plastics Tech.	-	-	1	.1	1	.1
Scientific Lab. Tech.	6	.6	5	.6	11	.6
	25	2.5	233	30.0	255	14.5
Business						
Accounting	39	4.0	38	4.9	77	4.4
Bus. Admin.	23	2.3	33	4.3	56	3.6
Bus. Mgmt. (cert)	8	.8	14	1.8	22	1.2
Secretarial	107	10.8	3	.4	110	6.2
Data Processing	23	2.3	53	6.8	76	4.3
Marketing Mgmt.	7	.7	6	.8	13	.7
Retail Merch.	1	.1	1	.1	2	.1
Banking and Finance	2	.2	1	.1	3	.2
	210	21.1	149	19.2	359	20.4

Table 16, cont.

	Women		Men		Total	
	N	%	N	%	N	%
Health Services						
Dental Lab. Tech.	33	3.4	12	1.5	45	2.5
Registered Nurse	76	7.7	2	.3	78	4.4
Med. Lab. Tech.	56	5.7	34	4.4	90	5.1
Environ. Science	2	.2	6	.8	8	.5
Pre-pharmacy	6	.6	8	1.0	14	.8
Opthalmic Dispensing	3	.3	11	1.4	14	.8
Respiratory Tech.	1	.1	-	-	1	.1
	177	18.0	73	9.4	250	14.2
Human Services						
Human Services	3	.3	2	.3	5	.3
Pre-School Education	6	.6	1	.1	7	.4
Child Study	17	1.7	-	-	17	1.0
PE/Recreation	1	.1	4	.5	5	.3
Library Science	-	-	1	.1	1	.1
Fire Science	-	-	2	.3	2	.1
X-ray Tech.	2	.2	2	.3	4	.2
	29	2.9	12	1.6	41	2.3
Other	5	.5	2	.3	7	.4
	5	.5	2	.3	7	.4
	991	100.0	775	100.0	1766	100.0

Table 17. Pre-College Activity

	Women		Men		Total	
	N	%	N	%	N	%
High School Only	546	54.3	392	50.2	938	52.5
Attending Another College	44	4.4	39	5.0	83	4.6
Military	2	.2	32	4.1	34	1.9
Homemaking	107	10.6	2	.3	109	6.1
Full-time employment	203	20.1	206	26.4	409	22.9
Unemployed	43	4.3	66	8.5	109	6.1
Part-time employment	54	5.4	31	4.0	85	4.8
Other	7	.7	13	1.7	20	1.1
	1006	100.0	781	100.0	1787	100.0

Table 18. College Residence

	Women		Men		Total	
	N	%	N	%	N	%
Dormitory	7	.7	8	1.0	15	.8
With parents	669	66.6	544	69.6	1213	67.9
Apartment	260	25.9	200	25.6	460	25.7
Rooming House	11	1.1	15	1.9	26	1.5
Own home	29	2.8	7	.9	36	2.0
Home with family	8	.8	3	.4	11	.6
Other	21	2.1	5	..6	26	1.5
	1005	100.0	782	100.0	1787	100.0

Table 19. Reasons for Selecting College

	Reason 1 Women/Men	Reason 2 Women/Men	Reasons33 Women/Men	Total Women/Men	Rank Women/Men	Aggreg. Rank
Tuition	157/167	142/116	118/93	417/376	3/3	3
Living Costs	23/16	60/60	41/56	124/132	6/6	6
Close to home	198/112	232/175	197/164	627/451	1/1	1
Spec. Course	310/253	102/72	65/60	477/385	2/2	2
Friends here	14/8	35/35	58/46	107/89	9/9	9
Rec. by HS counselor	39/22	34/44	40/28	113/94	7/8	8
Rec. by HS teacher	4/4	15/22	17/11	36/37	11/11	11
Reputation	58/32	108/52	88/60	254/144	5/5	5
Chance of Admi.	97/92	126/96	146/98	369/286	4/4	4
Chance of Aid	18/16	49/37	46/48	113/101	7/7	7
Not 1st choice	23/9	-	2/1	25/10	12/12	12
Other	35/31	11/9	26/26	72/66	10/10	10
	976/762	914/718	842/691			

Table 20. Applications to Other Schools

	Women		Men		Total	
	N	%	N	%	N	%
No Other	468	46.5	328	41.8	796	44.4
Business School	24	2.4	7	.9	31	1.7
Nursing School	49	4.9	4	.5	53	3.0
Trade School	28	2.8	46	5.9	74	4.1
Other 2-yr college	179	17.8	120	15.3	299	16.7
Ag/Tech. College	15	1.5	19	2.4	34	1.9
Private 4-yr college	70	7.0	73	9.3	143	27.1
Public 4-yr college	258	25.6	227	29.0	485	

B. Plans for Labor Force Participation

This section deals with the career plans of students in the two-year college. The main areas investigated were patterns of work, career choice, and salient factors of career choice, employment seeking behaviors, and salary expectations. As in the previous section, differences between male and female respondents are highlighted. Differences by college are also noted where appropriate.

We were also interested in what differences, if any, existed among women who had choisen careers categorized on a scale from innovative to traditional.

1. Factors Related to Career Choice

Occupational Choices. Over half the men (51.4%) and well over half the women (70.5%) have chosen occupations in the professional categories (Table 21). Another quarter of the men and 12.8 percent of the women are planning administrative/managerial careers, while 14.3 percent of the women but only 3.2 percent of the men indicate interest in clerical/sales opportunities.

The within-category choices for men and women indicate even greater differences. For example, although a smaller proportion of men have chosen "professional" occupations, 11.2 percent of the men select engineering or architecture for careers, while only .7 percent of the women choose careers in these fields. For women, the specific occupations most frequently chosen are registered nurse (24.8%) and careers in medical or dental technology (11.9%). These two semi-professions account for half the women with professional career choices, while men choose these occupations only 6.8 percent of the time. It should be recalled that only 7.7 percent of the women are actually in a registered nursing program. The discrepancy between this percentage and the much larger proportion who plan to be nurses represent a sizable number of women who are currently "closed out" of their major and will have to get additional training if they are to reach their occupational goal.

Students Undecided on Occupational Choice. As Table 22 indicates, 15.6 percent of the women and 17.7 percent of the men are undecided about their future occupations. This is a sizable proportion of the sample and supports previous research regarding the uncertainty of many two-year college students.

Salient Factors in Career Choice. Men and women agree that "high salary" is their overall reason for selecting a particular career (see Table 23). This is followed (closely, for women) by the choice of a career that offers the individual a chance to exercise his or her special interests. While men rank the prospect of steady work or security as their third choice reason, this falls fifth for women. Women rank an opportunity to be helpful to society third (men rank this fifth).

If only the first choice reason is considered (rather than the aggregate of the three choices), a slightly different picture emerges. Men still rank "high salary" first, followed by "fits special interests" and the opportunity for steady work, but women choose "helpful to society" first, followed by "fits special interests" and then "high salary." Interestingly, although "high salary"

is the most frequently chosen reason, "high prestige" is the least frequent reason although the two frequently go together.

Plans for Fifteen Years Hence (Women only). Table 24 presents the plans of women students for fifteen years in the future. Overall roughly two-thirds of the women plan to be working full-time. This varies from 60.0 percent at College 1 (where our sample included only 20 women) to 71.1 percent at College 2. Less than a tenth of these women plan to be full-time homemakers fifteen years hence.

The "other" category includes women who plan to travel (1.4%), women who expect to be retired (5.2%), and a group of women who indicated they would be married in fifteen years, but gave no indication on their plans (or lack of plans) for participation in the work force (5.8%).

Plans for Future (Women only). Men are not included in the data presented in Table 25, because their plans are essentially for continuous full-time employment. At the five-year period, 16.1 percent of the men do plan to be continuing their education, and at the fifteen year mark, some of the men (5.8%) plan to be retired, but these are the only variations from the traditional male pattern of continuous employment.

The majority of women also plan to work full time, but the percentage of women planning to work drops from 78.8 percent for five years to 71.4 percent and 68.8 percent at the ten and fifteen year periods. At five years in the future a tenth of the women plan to be in school.

Anticipated Work Pattern (Women only). Another indication of the commitment of women to full-time employment can be seen in Table 26. Of those women who gave predictions of their plans for five, ten and fifteen years hence, over 91 percent of the women from Colleges 1, 2, and 4 expect to be working full time at each of those points in time. At College 3 this plan for uninterrupted participation in the labor force drops to 81.4 percent, but even this is substantially above Epstein's (1972) finding of 48 percent.

Such plans for continuous work are not consistent with the women's family plans, however. Only 13 percent of the women plan to return to work as soon as possible after the birth of a child (Table 38) and 61 percent plan to waith at least until their youngest child is in kindergarten or first grade before returning to work. Many women seem to have family and work plans which conflict and which will have to be reconciled in the years ahead.

Information on Starting Salaries. Students were asked to provide their expected starting salaries. As Table 27 indicates, there was a wide range of estimates with men on the average expecting to earn more than women. Almost half the women (48.4%) expect their beginning earnings to be in the $5,000 to $10,000 range, while only 39.5 percent of the men expect to start at that level. However, the median and mode salary for both men and women was $10,000.

Almost a fifth of the men (18.1%) plan to start at $15,000 or more (including several who have plans to be professional athletes or musicians and earn over $35,000 per year). Just over a tenth of the women (11.0%) expect to earn over $15,000 and most of them have estimates in the $15,100-$20,000 range.

It should be noted that 34.7 percent of the women and 19.8 percent of the men in our sample could not or would not indicate what their starting salary would be.

Preferred Employer. Men and women have significantly different preferences for the type of employer for whom they would like to work. Health care facilities are the most preferred employer for women (35.3%) followed by educational institutions (15.1%). Men, on the other hand, are attracted to business or government as employers (64.5%), but such employers attract only 29.5 percent of the women.

It should be noted that women with innovative career choices have significantly different preferences for employers than the women with traditional choices. As with the men in our sample career innovative women prefer business and government for employers (62.7%), while there is less desire to work for health care facilities (10.2%).

Anticipated Ease in Finding a Job. There are few differences between men's and women's perceptions of the ease of finding a first job (Table 29). Roughly half the students feel it will be either very or fairly easy, while the other half predict it will be fairly or very hard.

Job-Hunting Technique/Service. Tables 30 and 31 provide information on the students' estimated effectiveness of various job hunting techniques. Almost half the students expect on-campus interviews or college placement services to be the most effective placement resources. Another tenth of the students expect letters and resumes sent to prospective employers to be the most effective.

Because over three-quarters of the students are planning on continuing their education beyond the two-year college (over half of them immediately), for many of these students job hunting may be somewhat in the future. It is not clear, therefore, whether the expected effectiveness of career placement services refers to the services at their present institution or reflects their anticipation of services at some institution they will attend in the future.

Expected Residence Five Years Hence. Table 32 indicates that over half the students plan to be living in the New York City area five years from now. This supports the idea that two-year community colleges are colleges which serve the needs of their immediate geographic areas.

Men and women agree that career, followed by family, are the two most important sources of satisfaction in life (see Table 33). Although there are some minor differences in the ranking (women in the aggregate place friends third and recreation fourth and men reverse this), men and women have quite similar rankings of the sources of satisfaction.

Planned Highest Degree. Given the different occupational choices of men and women which have already been noted (Table 21), it is somewhat surprising that there are not larger differences between the planned highest degrees of men and women. Over three-quarters of the students do not plan to complete at least a bachelor's degree (which corresponds with their reported plans to transfer to a four-year college). Women (27.4%) are slightly more likely to report plans for a masters degree than are men (26.3%), while men are somewhat more likely to plan on obtaining a Ph.D. or professional degree.

Women who have innovative career choices are less likely to plan on stopping with an associate degree than are women with traditional career choices, but more likely to plan on doctorates or professional degrees. In fact, women who are career innovative are more likely to plan on those advanced degrees than are the men in our study.

Table 21. Students' Occupational Choice

	Women		Men		Total	
	N	%	N	%	N	%
Professional	585	70.5	319	51.4	904	62.2
Admin./Managerial	106	12.8	150	24.2	256	17.7
Sales/Clerical	119	14.3	40	6.5	159	11.0
Service	6	.7	20	3.2	26	1.8
Farming	4	.5	7	1.1	11	.8
Skilled/Semi-skilled	5	.6	75	12.1	80	5.5
Miscellaneous	5	.6	9	1.5	14	1.0
	830	100.0	620	100.0	1450	100.0

Table 22. Students' Undecided on Occupational Choice

	Women		Men		Total	
	N	%	N	%	N	%
Undecided	150	15.6	133	17.7	283	16.6

Table 23. Salient Factors in Career Choice

	Choice 1 Women/Men	Choice 2 Women/Men	Choice 3 Women/Men	Total Women/Men	Rank Women/Men	Aggreg. Rank
High Salary	180/187	160/119	134/91	474/397	1/1	1
Opportunity to work with people	147/63	161/80	80/41	388/184	4/7	5
Opportunity for advancement	37/50	72/76	69/70	178/196	7/6	7
Helpful to society	210/87	135/65	99/68	444/220	3/5	3
Steady work/ security	103/98	113/110	142/97	358/305	5/3	4
Pleasant working conditions	21/32	39/42	53/45	113/119	9/9	9
Permits use of creativity	38/41	46/50	41/37	125/128	8/8	8
Chance to use my particular abilities	61/81	113/104	111/84	285/269	6/4	6
Freedom from supervision	8/14	13/24	25/49	46/87	11/10	10
High prestige	5/8	14/12	28/30	47/50	10/11	11
Fits my special interests	181/106	108/76	179/132	468/314	2/2	2
	991/767	974/758	961/744			

Table 24. Plans for Fifteen Years Hence (Women Only)

	(N=20) College 1	N=329) College 2	(N=332) College 3	(N=123) College 4	Total
Full-time Work	60.1	71.1	66.9	64.2	68.0
Part-time Work	-	4.0	3.3	.8	3.1
Education	-	.6	.9	4.1	1.2
Homemaking (no job)	15.0	6.7	12.3	5.7	9.1
Other	25.0	17.6	16.6	25.2	18.6
N=804	100.0	100.0	100.0	100.0	100.0

Table 25. Plans for Future (all colleges combined - women only)

	5 Years from Present	10 Years from Present	15 Years from Present
Homemaking, with no other job	2.7	10.4	9.1
Part-time Work	1.5	2.5	3.1
Education	10.4	1.6	1.2
Full-time Work	78.8	71.4	68.0
Other	6.6	14.1	18.6
	100.0	100.0	100.0
	N=921	N=857	N=804

Table 26. Anticipated Work Pattern (Plans for Five, Ten and Fifteen Years from Present - Women Only)**

5-10-15	College 1 (N=12)	College 2 (N=194)	College 3 (N=183)	College 4 (N=66)	Total (N=455)
WWW	91.7	91.3	81.4	91.0	87.3
WWH	8.3	2.6	3.8	3.0	3.3
WHW	-	4.6	8.2	3.0	5.7
HWW	-	.5	1.1	1.5	.9
HHW	-	.5	2.2	1.5	1.3
HHH	-	.5	3.3	-	1.5
	100.0	100.0	100.0	100.0	100.0

N = 565

*5-10-15 column contains the answers to "What do you expect to be doing 5 years from now? Ten years from now? Fifteen years from now?"

**Only those persons who answered for all three time periods with either "Work" or "Homemaking" (45.2%) are included in this table.

W - full-time work, with our without homemaking.

H - homemaking and no other job.

Table 27. Salary Information

Anticipated Starting Salary	Women N	Women %	Men N	Men %	Total N	Total %
0-5000	38	5.8	21	3.3	59	
5100-10,000	318	48.4	249	39.5	567	
10,100-15,000	223	33.9	246	39.1	469	
15,100-20,000	55	8.4	79	12.6	134	
20,100-25,000	12	1.8	15	2.4	27	
25,100-30,000	8	1.2	8	1.3	16	
30,100-35,000	-	-	3	.5	3	
35,100-100,000	3	.5	8	1.3	11	
	657	100.0	629	100.0	1286	
Percent not responding	34.7		19.8			

Table 28. Preferred Employer

	Women N	Women %	Men N	Men %	Total N	Total %
Own business	37	3.8	109	14.4	146	8.4
Small (less than 50 employees)	47	4.8	69	9.1	116	6.7
Medium or large (more than 50 employees)	130	13.3	197	26.1	327	18.9
Educational institution	148	15.1	96	12.7	244	14.1
Social Services Agency	67	6.9	21	2.8	88	5.1
Government	74	7.6	113	14.9	187	10.8
Professional Office	116	11.9	59	9.7	175	10.1
Health Care facility	345	35.3	73	9.7	418	24.0
Other	14	1.3	19	2.5	33	1.9
	978	100.0	756	100.0	1734	100.0

Table 29. Anticipated Ease in Finding Job

	Women N	Women %	Men N	Men %	Total N	Total %
Very Easy	80	8.3	67	8.8	147	8.5
Fairly Easy	401	41.5	284	37.5	685	39.7
Fairly Difficult	375	38.8	311	41.0	686	39.8
Very Difficult	110	11.4	97	12.7	207	12.0
	966	100.0	759	100.0	1725	100.0

Table 30. Job-hunting Technique/Service Expected to be Most Effective

	Women		Men		Total	
	N	%	N	%	N	%
On-campus interview	284	29.7	191	25.8	475	28.0
College placement service	198	20.7	142	19.1	340	20.0
Contacts through parents and friends	77	8.0	84	11.3	161	9.5
State employment office	56	5.9	33	4.4	89	5.2
Newspaper ads	39	4.1	29	3.9	68	4.0
Letters and resumes	89	9.3	76	10.2	165	9.7
Visit employers	57	6.0	45	6.1	102	6.0
College faculty	76	7.9	48	6.5	124	7.3
Plan to be self-employed	32	3.3	65	8.8	97	5.7
Already have job	49	5.1	29	3.9	78	4.6
	957	100.0	742	100.0	1699	100.0

Table 31. Expected Effectiveness of College Placement Service by College

	Women		Men		Total	
	N	%	N	%	N	%
College 1 (N=13)	2	7.7	2	15.4	4	10.3
College 2 (N=351)	89	22.7	73	20.8	162	21.8
College 3 (N=264)	69	17.8	42	15.9	111	16.9
College 4 (N=114)	38	25.0	25	21.9	63	23.7
	198	20.7	142	19.1	340	20.0

Table 32. Expected Residence Five Years Hence

	Women		Men		Total	
	N	%	N	%	N	%
NYC area	546	56.9	384	51.4	930	54.3
Other NY State	152	15.8	137	18.3	289	16.9
New England	29	3.0	25	3.3	54	3.2
Mid Atlantic States	12	1.3	18	2.4	30	1.8
Midwest	19	2.0	28	3.7	47	2.8
South	45	4.7	37	4.9	82	4.8
West/Southwest	54	5.6	52	6.9	106	6.2
Outside US	103	10.7	68	9.1	171	10.0
	960	100.0	749	100.0	1709	100.0

Table 33. Expected Greatest Source of Satisfaction in Life

	Women/Men	Source 2 Women/Men	Source 3 Women/Men	Total Women/Men	Rank Women/Men	Aggreg. Rank
Lit., Art, Music	114/99	69/65	91/63	274/227	5/5	5
Careerm	396/291	308/175	92/75	796/541	1/1	1
Family	321/176	273/169	97/74	691/419	2/2	2
Recreation	23/65	86/117	200/156	309/338	4/3	4
Religion	40/21	28/14	58/28	126/63	8/8	8
Civic Participation						

Table 34. Planned Highest Degree

	Women		Men		Total	
	N	%	N	%	N	%
None	8	.8	4	.5	12	.7
Certificate	23	2.4	21	2.8	44	2.6
Associate	204	21.0	119	15.8	323	18.7
Bachelors	306	31.6	243	32.2	549	31.9
Masters	266	27.4	198	26.3	464	26.9
Ph.D. or Ed.D.	72	7.4	84	11.1	156	9.0
Professional	91	9.4	85	11.3	176	10.2
	970	100.0	754	100.0	1724	100.0

2. Marriage and Family Plans

In this section women students were asked to respond directly to various questions regarding their marital and family plans. Male students were asked to respond to some of the same questions with regard to a projected wife's activities as well as their own preferences.

Marriage Plans. There are differences in the marriage plans of the men and women students we surveyed as shown in Table 35. Men plan to wait longer before marrying (18.0% would finish all their education first and 28.4% would work for two years after completing their education), than do women (15.2% complete all education; 22.2% work for two years). Men are also more likely to be planning not to marry (10.1% vs. 5.1% for women).

Women, on the other hand, are more likely to be married (17.0%-women; 14.8%), or to be planning on marriage either during their current program or as soon as they complete their present study.

Family Size. Men and women have very similar expectations about planned size of family (see Table 36). Two children is the most popular number of children with 42.0 percent planning a family of that size. A slightly larger percentage of the sample (45.0%) plan to have more than two children, while only 6.8 percent plan to have no children at all. It should be noted that responses to this question include answers from persons who have already completed their families as well as a substantial proportion who are still just "planning" families.

It is interesting to note that women with "innovative" career choices are likely to be planning smaller families than the other women or the men inoour sample.

Expectations for Wife Working. Table 37 reports the information gathered in response to a question about the plans for women working after marriage. Women are asked to answer with their expectations for themselves working; men were requested to answer with their expectations for their wives.

There are significant differences between men's and women's expectations. Most of the women (90.1%) plan to work after marriage, but less than two-thirds of the men (65.7%) expect their wives to work. Some 25.7 percent of the men are undecided about their wives' work status. A number of the "undecided" men indicated that it depended on their wives' preference in that matter.

Men and women also differ significantly in their expectations for the wife working in the period after children are born. Well over half the women (59.7%) plan to work, while only 30.8 percent of the men expect their wives will work after children are born.

When Wife Will Return to Work. In Table 38 data is presented which indicates when the wife will return to work after children are born. Although the differences between men and women are not as pronounced as they are on the other "family plans" variables, women generally plan to return to work sooner than the men plan to have their wives return. By the time their youngest child is in first grade, 76.3 percent of the women plan to be back at work. This is

in contrast to the 55.2 percent of the men who expect that their wives will be working at that point.

It is interesting to note that similar percentages of men (12.0%) and women (13.0%) plan to have the wife work as soon as possible after the birth of children. This small percentage of women planning immediate return to the work force contradicts the projected continuous work patterns in an earlier section of this report.

Table 35. Marriage Plans

	Women		Men		Total	
	N	%	N	%	N	%
Do not plan to marry	48	5.1	72	10.1	120	7.2
Already married	160	17.0	106	14.8	266	16.1
Marry before completing present program	98	10.4	33	14.6	131	7.9
Prefer to marry after completing present program	283	30.1	173	24.1	456	27.5
Prefer to marry after completing all education	143	15.2	129	18.0	272	16.4
Prefer to work at least 2 years after completing all education before marrying	209	22.2	203	28.4	412	24.9
	941	100.0	716	100.0	1657	100.0

Table 36. Size of Family

	Women		Men		Total	
	N	%	N	%	N	%
No children	52	5.7	57	8.1	109	6.8
One child	63	7.0	37	5.3	100	6.2
Two children	372	41.0	305	43.3	677	42.0
Three children	240	26.5	193	27.4	433	26.9
Four or more children	179	19.8	112	15.9	291	18.1
	906	100.0	704	100.0	1610	100.0

Table 37. Expectations for Wife Working

	Women		Men		Total	
Wife Working After Marriage Before Children	N	%	N	%	N	%%
Yes	780	90.1	460	65.7	79	5.0
No	19	2.2	60	8.6	247	15.8
Undecided	67	7.7	180	25.7	1240	79.2
	866	100.0	700	100.0	1566	100.0
Wife Working After Children						
Yes	513	59.7	211	30.8	724	46.9
No	152	17.7	211	30.8	363	23.5
Undecided	194	22.6	262	38.4	456	29.6
	859	100.0	684	100.0	1543	100.0

Note: Women answered for themselves, men answered with their expectations for their wife.

Table 38. When Wife Will Return to Work After Children

	Women		Men		Total	
	N	%	N	%	N	%
As soon as possible	111	13.0	77	12.0	188	12.6
Youngest in nursery school	221	26.0	92	14.4	313	20.9
Youngest in kindergarten or 1st grade	317	37.3	191	29.8	508	34.1
Youngest in junior high school	120	14.1	130	20.2	250	16.7
Youngest in high school	41	4.8	37	5.7	78	5.2
After children have left home	19	2.2	26	4.0	45	3.0
Wife will not work	22	2.6	89	13.9	111	7.5
	851	100.0	641	100.0	1492	100.0

3. Innovativeness of Career Choice

The innovation categories were derived by coding the women's occupational choices according to the percentage of women employed in the occupation nationally, based on U.S. Census figures for 1970. Using this procedure, the following categories were developed:

a) innovative: 0 to 40 percent women in the occupation (includes lawyer, physician, engineer, psychiatrist).

b) moderate: 41 to 70 percent women in the occupation (includes salesperson, bookkeeper).

c) traditional: 71 to 100 percent women in the occupation (includes nurse, elementary teacher, secretary).

Women (17.6%) who are undecided about their career choice were not coded into any of these categories.

Innovativeness by College. Table 39 indicates the proportion of women who have innovative, moderate and traditional career choices by college. College 1 appears to have the most women with innovative choices, but our sample there is so small that no conclusions can be drawn. Of those schools for which we do have a reasonable sample, College 3 has more career innovators than the other schools, but even here the number of women with innovative choices is not a third of the group.

Profile: Women with Innovative and Traditional Career Choices. Table 40 contrasts the innovator with the traditionalist on a series of demographic and employment variables. Much of the following discussion is drawn from that table. Many of the differences are statistically significant and have been specifically noted.

Women with a traditional career choice tend to be single (70.2%) or married with children (12.5%). They (and women with innovative choices) are predominately 21 years of age or younger (70.7% versus 68.7% for innovators), but 20.6 percent of the women are 25 or older. Traditionalists are most likely to be either black (34.6%), white (42.7%), or Puerto Rican (11.7%). Although over half of these women (53.9%) were in high school immediately prior to entering their college, a fifth of them were employed full time and a tenth of them report full-time homemaking as their prior activity.

The most popular major for traditionalists is liberal arts (49.8%), followed by secretarial science (15.7%))and nursing (12.9%). However, 14.5 percent of these women indicate that they are not in the major of their first choice, and 62.2 percent of them expect to change their major.

Most of the traditionalists do not work (59.5%) which is a characteristic they share with women with innovative career choices; as is their reliance on parents (35.5%) as the principal support while in college. Three quarters of the women with traditional career choices have fathers with a high school education or less and eighty percent of them have mothers with a similar level of education. The occupations of the parents of both innovators and

traditionalists are similar. Fathers are administrators or managers (20.3%), skilled or semi-skilled workers (25.8%) or employed in a miscellaneous category of occupations that includes truck drivers and transportation workers (15.4%). Mothers are housewives (51.8%) or employed in sales or clerical operations (18.4%).

The traditionalists choose their college because of its special programs (38.5%) or its closeness to home (17.7%). They tend to report grades in the B/C range (50.6%). Almost a third of them made their career choice prior to their junior year in high school and a similar number decided on their career during their last two high school years. Their most frequent reasons for selecting their career choice are "chance to be helpful to society" (16.3%), or "fits my special interests" (16.8%). These reasons complement their choice of a preferred employer - health care facilities (51.1%), and educational institutions (16.1%). Over half of them (58.5%) expect to find a job either fairly or very easily.

Over half the traditionalists plan on obtaining an associate (23.5%) or a bachelor's degree (32.4%). A substantial majority of them (82.8%) plan to work five years hence, and 44.1 percent of them list career as their primary source of satisfaction in life. They and the innovators list family as the primary source of satisfaction in about one-third of the cases.

Almost one quarter of the traditionalists have not met with a college counselor this year (24.3%), while 44.1 percent of them met with a counselor at least twice a semester. They (and the innovators) are less likely to see a faculty advisor; 41.4 percent of the women report never having met with a faculty advisor. Generally these women do not report knowing either college counselors or faculty advisors very well. (traditionalists - 58.1%; innovators - 65.2%).

Both groups of women indicate similar levels of satisfaction with counseling (59.3%) in general. However, 35.1 percent of the traditionalists and 44.5 percent of the innovators have no opinion on whether or not the counselors are helpful in matters related to vocational or educational plans.

Women with traditional career choices generally have the same configuration of problems as do innovators with two exceptions. They are less likely to report problems with graduation and other academic regulations. This is interesting in view of the fact that they tend to be poorer students than innovators. They are also less likely to report personal problems.

Two-thirds of the traditionalists plan to at least finish their current education before marrying. They plan to have moderate to large families (half of them want three or more children). Most of them (91.3%) plan to work after marriage at least until their children are born, and 61.8 percent of them plan to work after their children are born. These work plans are very similar to those of the innovators.

Women with innovative career choices have a somewhat different profile. Most of these women are single (77%) or married with children (8.3%). They are more likely to be white or Spanish-American than are the traditionalists and less likely to be black or Puerto Rican.

Innovators are also predominately liberal arts majors (45.9%), but their next most frequent major is accounting (12.2%). Most of them are in a major which is their first choice (82.2%). Their parents tend to be better educated than parents of traditionalists. Over a third of the innovator's fathers and a fourth of the innovator's mothers have attended school beyond high school.

Innovators are more likely to have a B+ grade point average or better (27.9%). Their reasons for selecting this particular school are special program (26.3%), tuition costs (21.9%) or closeness to home (19.6%).

Almost half the innovators (49.3%) have made their choice of career since high school. Their first reason for selecting this career is high salary (21.7%), a chance to be helpful to society (12.2%) or "because it permits creativity" (11.7%). Innovators are the only subgroup we found who indicate that creativity is a major factor in their choice of career. Their preferred employers follow the male preference for business and government service. They have substantially less interest in working for health care institutions or professional offices than do traditionalists, and they are somewhat more pessimistic about the ease of finding a job. However, they expect to start at somewhat higher salaries.

Most innovators plan on continuing their education beyond the two-year college, some 61.3 percent of them plan to transfer to another school as soon as they finish their present program. This is in accord with the plans that 80.4 percent of them have to obtain at least a bachelors degree. Over a quarter of these career innovators plan on continuing on for either a doctorate or some other professional degree.

As noted earlier, innovators tend to have more problems in the area of academic regulations and graduation requirements. Almost a fifth of them (24.9%) found this to be somewhat of a problem and 17.1 percent found this to be a major problem area. Yet 36.3 percent of these women had not met with a college counselor this year. Innovators also report experiencing more personal problems; 22.5 percent of them consider personal problems a major area of difficulty. Our data do not include information on the type of problems these students are experiencing with academic regulations or in their personal lives. However, counselors should be aware that these women may be having particular problems and endeavor to discover the nature of the difficulties.

Forty percent of the women with innovative career choices plan to postpone marriage until they have completed all their education. Because these women are, on the average, planning to obtain more education, this means that they will probably be older when they marry than will traditionalists. They are less likely to plan on three children (18.9%), but no less likely to plan on four or more (19.0%). They are twice as likely to indicate that they do not plan to have any children (9.0% versus 4.6% for traditionalists). They also differ from traditionalists in that they are more likely to be planning on returning to work as soon as possible after the birth of their children (16/2% versus 11.7%).

As these profiles have illustrated women with traditional choices differ considerably from women with innovative career choices. Counselors will need

to take these different life plans, values, and interests into account when working with women students. They also should become sensitive to the problems that innovative women face and aid, wherever possible, in eliminating problem areas. A question that counselors should ask themselves is why career innovative women who are often among the better students choose not to meet with counselors in spite of the greater frequency with which they report having problems in several areas.

Table 39. Innovativeness of Career Choice by College

	College 1	College 2	College 3	College 4	Total
Undecided	11.5	8.8	22.3	14.5	15.3
Traditional	42.3	66.3	50.0	60.5	58.1
Moderate	11.5	4.0	2.0	2.0	3.0
Innovative	34.7	20.9	25.7	23.0	23.6
Total	100.0	100.0	100.0	100.0	100.0

Table 40. Comparison of Women with Traditional and Innovative Career Choices for Selected Variables

	Traditional Career Choice (N=569)	Innovative Career Choice (N=231)
Major		
Liberal Arts	49.8%	45.9%
Accounting	.7%	12.2%
Secretarial Science	15.7%	3.9%
Nursing	12.9%	.4%
Marital Status		
Single	70.2%	77.0%
Married with children	12.5%	8.3%
Widowed, divorced, separated with children	6.7%	7.4%
Race		
Black	34.6%	27.1%
White	42.7%	52.4%
Spanish-American	3.5%	6.2%
Puerto Rican	11.7%	4.9%
Major First Choice?		
Yes	64.9%	82.2%
No, Another was 1st choice	14.5%	3.9%
Major Source of Educational Financing		
Parents	35.5%	37.3%
Scholarships	20.9%	21.5%
Father's Education		
More than high school graduate	26.6%	36.3%
Mother's Education		
More than high school graduate	20.3%	25.6%
Mother's Occupation		
Housewife	52.1%	50.9%
College Grades		
B+ or Better	20.3%	27.9%
C to B	50.6%	37.1%

Table 40. (con't.)

	Traditional	Innovative
Reason for Attending Chosen College (1st choice reason)		
Tuition Costs	12.3%	21.9%
Special Programs	38.5%	26.3%
Time When Decided on Occupational Choice		
Since High School	34.3%	49.3%
1st Reasonffor Occupational Choice		
High Salary	17.4%	21.7%
Opportunity to work with people	16.3%	5.7%
Helpful to Society	27.1%	12.2%
Creativity	1.1%	11.7%
Ease of Finding First Job		
Very or Fairly Easy	58.5%	46.7%
Very or Fairly Difficult	40.6%	53.4%
Preferred Employer		
Business	10.1%	45.8%
Government Service	3.9%	16.9%
Educational Institution	16.1%	9.3%
Health Care Institution	51.1%	10.2%
Plans for Five Years Hence		
Education	23.5%	16.4%
Full-time Work	82.8%	75.3%
Highest Planned Degree		
Associate Degree	23.5%	16.4%
Bachelor's Degree	32.4%	28.3%
Ph,D, Ed.D. or Professional Degree	14.4%	26.0%
Major Source of Satisfaction in Life (1st Choice)		
Literature, Art, or Music	8.9%	16.2%
Career	44.1%	36.8%
Family	32.8%	33.3%

Table 40. (con't.)

	Traditional	Innovative
Times Met with College Counselors		
Never	24.3%	36.3%
Once a month, twice a semester	30.7%	17.7%
Problem Areas		
Graduation	34.9%	42.0%
Academic problems	51.9%	44.3%
Vocational Choice	28.3%	35.2%
Personal problems	46.5%	54.5%
Marriage Plans		
Already married	18.4%	10.6%
Size of Family		
No children	4.6%	9.0%
Two children	39.0%	45.8%
Three children	30.2%	18.9%
Four or more children	19.9%	19.8%

C. Perceptions of Counseling

The following section presents data related to the areas of counseling and problems encountered in colleges. Except for instances where specific comparisons between the sexes are drawn or where empirical differences between the sexes were found, the discussion refers to the findings for the total sample. The reason for this is to allow greater generalizability of the results as well as to simplify analysis of the data. Differences by college and selected demographic variables will also be reported where appropriate.

Use of Counselors. Tables 41 and 42 present data on the number of times students report meeting with their counselor since the beginning of the school year (this data was collected in March). Just under 30 percent of the women (29.5%) and over a third of the men (35.8%) indicate they have never met with a college counselor, while 27.5 percent see a counselor once a semester.

As can be seen from Table 42 the pattern of meeting with counselors varies considerably by college. At Colleges 2 (33.8%) and College 3 (42.8%) a sizable number of students have never seen a counselor. At College 4 where our sample was drawn almost exclusively from first-year students, only 7.0 percent have not seen a counselor. In fact, at College 4 where it is a matter of policy that students meet biweekly with their counselor, over half the students (50.2%) report seeing their counselor every two weeks. The data for the total sample is skewed by this atypical pattern found at College 4. For students not at College 4, the norm for meeting counselors seems to be no contact at all, or contact only once a semester.

There are background variables which seem to interact with the number of times students report seeing a college counselor. Single students are much more likely than other students to indicate they have never consulted a college counselor. Only 24.0 percent of the black students and 17.6 percent of the Puerto Rican students have never met with a counselor, but 43.8 percent of the white students have not seen a counselor. On the other hand, over a quarter of the Puerto Rican students and almost a fifth of the black students meet with a counselor at least every two weeks, but only 5 percent of the white students meet with a counselor that frequently.

Use of Faculty Advisor. The norm also seems to be relatively little contact with a faculty advisor (see Table 43). Almost sixty percent of the students either have never (42.3%) met with a faculty advisor or see him/her only once a semester (17.4%).

First-year students or freshmen are much more likely to report never having met with a faculty member than are second-year students. Although Blacks, Spanish Americans and Puerto Ricans are more likely to report frequent contacts with a faculty advisor, they are no less likely than other racial groups to report they have never met with a faculty advisor.

Student Familiarity with Counselors. Not surprisingly given the infrequency of contact that most students have with both faculty and counselors, some 60.0 percent of them report knowing neither faculty, nor counselors very well (Table 44). At College 4 where we previously noted the biweekly meetings between counselors and students, only 26.5 percent of the students report they

know counselors better and 48.9 percent report knowing neither faculty nor counselors very well. Our data do not include information on the nature of contacts between counselors and students, but it is of interest that a College that mandates frequent contact between the two has only a slightly lower percentage of students who reportedly do not know the counselors well.

Seniors are more likely to report knowing faculty better than are freshmen (23.0% versus 9.6%), while freshmen are more likely to know neither counselors nor faculty very well (freshmen - 63.8%; seniors - 51.2%). While students are more likely to report knowing faculty (17.2%) better than counselors (6.5%), but Blacks and Puerto Ricans are more likely to have better contact with counselors (18.4% and 19.5%) than with faculty (10.0% and 5.8%).

Satisfaction with Assistance from College Counselors. From Table 45 it appears that women (38.7%) are only slightly more dissatisfied with college counselors than are men (36.9%). However, for the total sample sixty percent seem to be satisfied to some degree with the service provided. Freshmen (34.9%) are less likely to be dissatisfied with the assistance of counselors than are seniors (45.2%). This finding might be explained by the failure of the less experienced students to have a crystallized idea of what to expect from their counselors in the way of assistance. These differences may also be because freshmen are less likely to know counselors well and are unwilling to express dissatisfaction with a service they have not tried.

Helpfulness of Counselors in Planning. Students were asked how helpful counselors had been in thinking through educational and vocational plans (see Table 46). Because nearly a third of the students have never met with a college counselor, as a check on the consistency of the data, we would expect that at least the same number of students would offer no opinion when questioned about the helpfulness of the counselors. Indeed 40.5 percent of the sample responded "no opinion". Of the students who do respond, the majority (83.3%) feel counseling is helpful to some degree.

Spanish American students (28.2%), Puerto Ricans (21.8%) and Blacks (19.6%) are more likely to report that counselors are very helpful, than are whites (13.0%). But in all racial groups about 10 percent of the students say counselors are no help at all. Students who have made a definite career choice are more likely to report that college counselors are very helpful (19.3%) than are students who are still undecided (15.6%), or have made only a tentative career choice (14.1%). The undecided students are the most likely to have no opinion about the helpfulness of counselors and they are also the most likely to have never met with a counselor.

Differences Among Colleges. As was noted earlier there are significant differences among colleges in the frequency with which students meet college counselors. We have also compared the colleges in our sample on the counseling information (i.e., familiarity, satisfaction, and helpfulness). Three tables present the data on this: Table 47 gives percentages of responses to the question of how well students knew faculty advisors and college counselors; Table 48 gives the degree of satisfaction the students have with the counseling services at the four colleges; and Table 49 presents the students' feelings about the helpfulness of the counseling services at their college.

In reviewing these tables it should be noted that College 1 is represented by a very small, and therefore possibly unrepresentative sample of students.

Also, we have previously indicated that the sample for College 4 was almost exclusively underclassmen, and furthermore that frequent meetings between students and college counselors was a matter of policy. At this college these two factors make the sample from College 4 somewhat uncomparable to the other groups. With these cautions in mind, we will now proceed to the consideration of Tables 47, 48 and 49.

Only in College 4 where counselors meet with students regularly does the percentage of students who say they do not know either faculty or counselors very well drop below fifty percent. In the other colleges sixty percent or so of the students know neither very well. At Colleges 2 and 3 faculty are reported to be known better than counselors, but not even a sixty of the students report better contacts with faculty.

Concerning the satisfaction of the students with counseling assistance in vocational and educational planning (Table 48), there is a fairly consistent trend for fifty or sixty percent of the students to be satisfied to some degree. The one school which is an exception is College 4 where 74.1 percent of the students are satisfied. Students at College 2 are the least satisfied with counseling. At that college 45.6 percent of the students are dissatisfied to some degree.

Finally, considering the students' responses to the helpfulness of counseling in vocational and educational planning (Table 49), College 4 is described as providing helpful counseling by 70.1 percent of the students. Of the other three colleges, College 2's counseling is rated as more helpful than the other two schools, but the percentage here is only 49.0 percent. Again, it appears that College 4 with a policy of frequent contact between students and counselors is considered to have a significantly more helpful counseling program, at least in the area of vocational and educational counseling.

Problems Encountered at College. Table 50 provides a fairly comprehensive breakdown of the frequency various types of problems occur among the students in the sample. Both the frequency and the relative percentages are given for males and females separately and combined for responses to each of the eight types of problems. While there probably are other kinds of problems which students in two-year colleges face, many of the categories provided are fairly broad and this should represent a reasonable sampling of the problems faced by this group of students.

Problems with registration and course selection are decidedly the most frequent type of problem these students report. This area is a major problem or concern for 38.6 percent of the students and some problem for another 37.5 percent. The fact that almost fifteen percent of the students are not majoring in the area of their first choice may partially account for the high frequency of problems with registration and course selection. However, there are undoubtedly other factors which this study has not been able to delineate because students do not list problems with major as frequently as they do problems with course registration.

Academic problems - principally grades - are the next most frequent source of some or a major problem to the students. Men (59.4%) are significantly more likely to have academic problems than are women (49.6%). Almost half the students report personal problems are either some or a major concern. Men and

women are equally likely to have personal problems.

Graduation and other academic requirements and regulations and problems relating to vocational choice are some or a major concern for about forty percent of the students. Men are significantly more likely to report problems with graduation than are women. In fact, for six of the eight problem areas surveyed men are more likely to indicate they have a problem or concern with that area than are women. For three of these six problem areas the differences are significant.

The two areas where women report greater problems than men are academic major (here the difference is significant) and registration and course selection. Here the unavailability of nursing programs for all women who would prefer them is undoubtedly a factor.

The class status of a student also seems to impact upon the expected frequency of a particular problem area. First-year students or freshmen are more concerned about their major and their course selection than are seniors. Seniors, on the other hand, are more concerned with graduation requirements, personal problems, college regulations and college services.

Race does not seem to be a decisive factor in the frequency of particular problems. Oriental students do seem to be more likely to report problems in almost all the problem areas than do other students, but they represent a small percentage (2.3%) of the students surveyed.

It would be tempting to assess the impact of counseling on students by comparing the frequencies of problems for those students who make use of counseling services with those of students who do not make use of counseling services. There is a danger in this, however, for although counseling may attenuate certain problems, it is also likely that students who seek counseling may have more problems than those who do not. Therefore, a simple comparison of the groups could be misleading.

Change of Major and Career Choice. Two areas in which counselors may be expected to interact with students are in the changing of majors and in the choice of a career. Male students (17%) are more likely to have actually changed their major than are female students (11.3%). However, more of the women (20.1%) have plans to change their major than do the men (13.0%). As has been previously mentioned, the women who hope to be accepted in a nursing major make up a fair proportion of the women planning to change majors.

Table 51 presents the certainty of career choice for men and women. Women are slightly more likely to have made a definite career choice and slightly less likely to be undecided than are male students, but the differences are not significant.

Ideal and Intended Level of Educational Attainment. In the remaining parts of this section, data is reported which is not presented in tabular form. However, these findings may be of interest to counselors and are included with that in mind.

There is a disparity for both males and females between the amount of education they actually plan to attain and the amount they would ideally like to receive. Male students are significantly more likely than female students to be planning on a degree beyond the bachelor's (48.7% versus 44.2%). However, when asked about their ideal level of educational attainment, about 65 percent of both men and women report wanting at least a master's degree.

Financial constraints and personal circumstances may account for some of the disparity between ideal and planned education level. Counselors should be aware of these differences, seek to determine the reasons for them, and where possible help eliminate the stumbling blocks that keep over a fifth of the women and almost a fifth of the men from attaining their ideal educational goal.

Academic Success and Familiarity with Faculty Advisor and College Counselor. There is a tendency for students who report good college grade point averages to also report a greater familiarity with both college counselors and faculty advisors than do students with a poor grade point average. It is not clear whether the students are better students because of their contact with these people or whether good students find it easier to make contacts with faculty and counselors. This finding is particularly interesting in view of the fact that there is a trend for poor students to report slightly more frequent contacts with both faculty and counselors, than do good students.

Table 41. Times Met with Counselor

	Women		Men		Total	
	N	%	N	%	N	%
Once every 2 weeks or more	134	13.6	88	11.5	222	12.7
Once a month	98	9.9	76	9.9	174	9.9
Twice a semester	157	15.9	119	15.5	276	15.7
Once a semester	290	29.4	191	24.9	481	27.5
Never	291	29.5	274	35.8	565	32.2
Once	11	1.1	9	1.2	20	1.1
Other	6	.6	9	1.2	15.	.9
	987	100.0	766	100.0	1753	100.0

Table 42. Times Met with Counselor by College

	College 1 (N=37)	College 2 (N=66)	College 3 (N=685)	College 4 (N=271)
	%	%	%	%
Once Every Two Weeks	21.6	6.7	3.9	50.2
Once a Month	8.1	8.4	8.9	17.3
Twice a Semester	5.4	18.4	13.7	15.1
Once a Semester	16.2	33.8	28.5	7.4
Never	43.3	31.1	42.8	7.0
Once	2.7	.4	.6	2.6
Other	2.7	1.2	1.6	.4
	100.0	100.0	100.0	100.0

Table 43. Times Met with Faculty Advisor

	Women		Men		Total	
	N	%	N	%	N	%
Once every 2 weeks or more	116	11.9	109	14.4	225	13.0
Once a month	116	11.9	98	12.9	214	12.3
Twice a semester	119	12.2	107	14.1	226	13.0
Once a semester	184	18.9	117	15.5	301	17.4
Never	422	43.2	311	41.0	733	42.3
Once	4	.4	2	.3	6	.3
Other	15	1.5	14	1.8	29	1.7
	976	100.0	758	100.0	1734	100.0

Table 44. Familiarity with Faculty and College Counselors

	Women		Men		Total	
	N	%	N	%	N	%
I have more and better contacts with faculty	116	11.8	121	16.0	237	13.6
I have more and better contacts with college counselors	134	13.6	81	10.7	215	12.4
I have equally frequent and good contacts with both	125	12.7	118	15.6	243	14.0
I do not know either faculty or counselors very well	607	61.9	438	57.7	1045	60.0
	982	100.0	758	100.0	1740	100.0

Table 45. Satisfaction with Counselors

	Women		Men		Total	
	N	%	N	%	N	%
Very dissatisfied	115	12.0	81	11.0	196	11.6
Somewhat dissatisfied	255	26.7	190	25.9	445	26.3
Fairly satisfied	497	51.9	377	51.3	874	51.7
Very satisfied	79	8.3	72	9.8	151	8.9
Don't know	11	1.1	15	2.0	26	1.5
	957	100.0	735	100.0	1692	100.0

Table 46. Helpfulness of Counselors

	Women		Men		Total	
	N	%	N	%	N	%
No Opinion	384	39.4	317	42.1	701	40.5
They are no help	90	9.2	79	10.5	169	9.8
They are somewhat helpful	328	33.6	224	29.8	552	32.0
They are very helpful	173	17.8	132	17.6	305	17.7
	975	100.0	752	100.0	1727	100.0

Table 47. Familiarity with Faculty and College Counselors in the Different Colleges

	Better contacts with faculty	Better contacts with counselor	Good contacts with both	Do not know either very well
College 1 (N=37)	5.4	21.6	10.8	62.2
College 2 (N=759)	16.2	12.0	14.4	57.4
College 3 (N=682)	14.8	6.7	11.1	67.4
College 4 (N=268)	4.5	26.5	20.1	48.9
Combined	13.6	12.4	13.9	60.1

Table 48. Satisfaction with Vocational and Educational Counseling in the Different Colleges

	Very Dissatisfied	Somewhat Dissatisfied	Fairly Satisfied	Very Satisfied
College 1 (N=37)	19.4	25.0	44.4	11.2
College 2 (N=729)	16.0	29.6	46.8	7.6
College 3 (N=666)	9.1	26.3	57.8	6.8
College 4 (N=268)	5.7	20.2	56.3	17.8
Combined	11.7	26.7	52.6	9.0

Table 49. Helpfulness of Vocational and Educational Counseling in the Different Colleges

	No Opinion	No help	Somewhat helpful	Very helpful
College 1 (N=37)	45.9	2.7	37.8	13.6
College 2 (N=747)	40.0	13.0	31.5	15.5
College 3 (N=679)	47.3	8.5	30.8	13.4
College 4 (N=270)	24.8	4.8	35.9	34.4
Combined	40.6	9.8	32.0	17.6

Table 50. Problems Encountered at College (See following page)

Table 51. Certainty of Career Choice in Men and Women

	Women		Men		Total	
Career Choice	N	%	N	%	N	%
Fairly definite	555	57.9	419	55.9	974	57.0
Tentative	254	26.5	198	26.4	452	26.4
Undecided	150	15.6	133	17.7	283	16.6
	959	100.0	750	100.0	1709	100.0

Table 50. Problems Encountered at College

	(1) Not a Problem or Concern			(2) Some Problem or Concern			(3) Major Problem or Concern			(2 and 3 combined) Some or Major Problem or Concern		
	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total
Academic Major or Specialization Available	430 51.7	364 56.1	794 53.6	239 28.8	202 31.1	441 29.8	162 19.5	83 12.8	245 16.6	401 48.3	285 43.9	686 46.4
Registration and Course Selection	205 22.6	175 25.4	380 23.8	337 37.2	261 37.9	598 37.5	364 40.2	252 36.6	616 38.6	701 77.4	513 74.6	1214 76.2
Graduation	513 63.0	358 55.3	871 59.6	205 25.2	195 30.1	400 27.4	96 11.8	94 14.5	1190 13.0	301 37.0	289 44.7	590 40.4
Academic Problem (Grades)	412 50.4	263 40.6	675 46.0	325 39.7	274 42.3	599 40.9	81 9.9	111 17.1	192 13.1	406 49.6	385 59.4	791 54.0
Vocational Choice	524 65.7	384 60.3	908 63.3	195 24.5	179 28.1	374 26.1	78 9.8	74 11.6	152 10.6	173 34.3	253 39.7	526 36.7
Personal Problems	427 51.8	326 49.9	753 50.9	265 32.1	213 32.6	478 32.3	133 16.1	114 17.5	247 16.7	398 49.2	327 50.1	725 49.1
College Rules and Regulations	648 80.1	472 74.3	1120 77.6	122 15.1	123 19.4	245 17.0	39 4.8	40 6.3	79 5.5	161 19.9	163 25.7	324 22.4
College Services and Opportunities	767 71.9	439 69.9	1006 71.0	163 20.7	140 22.3	303 21.4	59 7.5	49 7.8	108 7.6	222 28.1	189 30.1	411 29.0

VI. Conclusions

The present study is the second in a two-phase study of students in New York State two-year colleges. Special attention has been given to women students, their experiences in their colleges and their career and life plans.

The male and female students in the study were quite similar in basic background, age and other demographic variables. In most respects they appear to resemble their counterparts in New York City four-year colleges. This was in part the result of sampling procedures and does not totally reflect the diversity of the City students. The most important finding had to do with choice of major. The majority of both males and females were in liberal arts curricula with the expectation of transferring to a four-year college. Moreover, while 30 percent of the men, only 2.5 percent of the women were in technical programs other than the health sciences. Federal manpower and employment projections are consistently forecasting openings in technical and professional fields. Women students seem less atuned to employability matters than other concerns when selecting their curricula.

In addition, a considerable number of the women in the sample were projecting career goals out of line with present academic majors. A large discrepancy is evident between the 25 percent who say nursing is their career goal and the 8 percent who are actually in a registered nursing program.

When analyzed separately the women students appear committed to a more innovative lifestyle than past generations in that the majority expect to combine marriage with continuous full-time work for at least the next 10 years. These plans are not consistent with projected family plans for the majority indicate they do not plan to work until after their youngest child is in kindergarten. Doubtless, these inconsistencies reflect the general flux of attitudes the entire society is undergoing regarding women's roles as workers, wives and mothers. It also may be an indication that this new generation of college educated women are more optimistic and determined about combining work and family responsibilities. In some respects it is society that is behind the times.

Another facet of the discussion of emerging roles for women has to do with their career orientation: traditional or innovative. Our study indicates many important differences among women students based on their career orientation. While the percentage of women planning innovative careers is not large, barely 20 percent, it appears to be growing steadily and purports to have important implications for counselors and faculty who work with these students.

In general, the students appeared satisfied with their colleges. They report reasonable contact with faculty and counselors. They report no problems of particular significance which are outside the normal range.

While differences among the four colleges have been reported throughout the previous chapter we hesitate to make too much of them. This is because our sampling procedure concentrated more on students than their colleges, hence results by college are only indicative at best of circumstances within each institution.

Subsequent to our study, New York City underwent severe fiscal crisis which directly and dramatically affected all higher education institutions. Until these colleges and the City regain their stability and perhaps for some time after that, it will be difficult to determine the impact of this crisis in students' educational experiences. Nevertheless, our research highlights the students' optimism and hopes for the future - a future they clearly link to their two-year college education.

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SURVEY OF TWO-YEAR COLLEGE STUDENTS

Objectives of the Survey

The information in this questionnaire is being collected as part of a research study on some of the factors affecting the educational and career development of two-year college students. Your help and cooperation are being asked in order to provide information which will aid in planning programs and services for future students. Although your individual responses are important in contributing to new knowledge about aspirations and plans of college students, these answers will be used for research purposes and will be reported only as part of statistical summaries.

Thanks very much for your help.

GENERAL DIRECTIONS

Please read each question carefully. Write your answer in the space at the right of the question. Most questions can be answered by writing in the number of your answer in the short space provided. Other questions may ask you to write out the answers in the longer answer spaces provided. Be sure to answer all questions. Please ignore the numbers in parentheses to the right of the answer blanks, they are for coding purposes only.

Cornell Institute for Research
and Development in Occupational Education
Cornell University
Ithaca, New York

SECTION I - BACKGROUND INFORMATION

1. What college are you now attending? _____ (6)

2. Your age at last birthday: _____ years (7-8)

3. In what program or major field of study are you now enrolled? (Please write out your answer.) _____ (9-10)

4. Your Sex:
   1. Male
   2. Female

   ____

5. Your Marital Status:
   1. Single
   2. Engaged
   3. Married, no children
   4. Married, with children
   5. Widowed, divorced or separated, no children
   6. Widowed, divorced or separated, with children
   7. Other (please specify):

   ____

6. Your Class Status:
   1. First-year student (Freshman)
   2. Second-year student (Sophomore or Senior)
   3. Other (please specify):

   ____

7. Are you a full-time or part-time student?
   1. Full-time
   2. Part-time

   ____

8. Racial/ethnic background:
   1. American Indian
   2. Black/Negro/Afro-American
   3. Oriental
   4. White/Caucasian
   5. Spanish American
   6. Puerto Rican
   7. Other (please specify):

   ____

9. Are you a citizen of the U.S.?
   1. Yes
   2. No

   ____

10. Is the major you have chosen (in question 3) your first choice at this college?
    1. Yes
    2. No, I chose another but wasn't admitted.
    3. No, I have changed my mind since enrolling in this major.
    4. No, but it is another way to get what I want.
    5. No, (for other reasons).
    6. Other (please specify):

    ____ (17)

11. Have you changed your program of study or major field since you entered this college?
    1. No, because I have not yet made definite plans about a major field.
    2. No, my original plans have not changed.
    3. No, but I expect to change soon.
    4. Yes, I have changed once.
    5. Yes, I have changed twice or more.
    6. Other (please specify):

_____(18)

12. Which of the following statements best applies to your main activity during the six months before you entered this college?
    1. High school student
    2. Attending school or college somewhere else
    3. Military service
    4. Homemaking
    5. Full-time employment
    6. Unemployed
    7. Part-time employment
    8. Other (please specify):

_____

13. Which of the following statements best describes the place where your home was located most of the time you were in high school?
    1. New York City
    2. Another city or urban area
    3. Suburb
    4. Town, village
    5. A farm or other rural area
    6. Other (please specify):

_____

14. Where do you live while at college?
    1. Dormitory
    2. At home with parents
    3. Apartment
    4. A rooming house
    5. Other (please specify):

_____

15. At present, how many hours per week do you work? (Do not include work that is part of your school program such as cooperative work experience.)
    1. None, I do not work
    2. 1 to 10 hours
    3. 11 to 20 hours
    4. 21 to 30 hours
    5. More than 30 hours

_____

16. Which of the following is the main source of financing for your education?
    1. Employment (summer or school year)
    2. Previous savings earnings
    3. Government benefits (e.g., social security)
    4. Military service benefits
    5. Scholarships or grants
    6. Loans
    7. Parents
    8. Spouse's savings or earnings
    9. Other (please specify):

_____

17. Are your mother and father now living and together?
    1. Yes, both living and together
    2. No, parents divorced or spearated
    3. Both deceased
    4. Father deceased, mother living
    5. Mother deceased, father living
    6. Other (please specify):

_____(24)

18. Indicate your father's highest level of education.
    1. No formal education (self-educated)
    2. Less than 8th grade
    3. 8th grade or more but didn't finish high school
    4. High school graduate
    5. Some college or other post-high school training
    6. College graduate
    7. Graduate work but no degree
    8. Graduate or professional degree
    9. Other (please specify):

_____(25)

19. Indicate your mother's highest level of education.
    1. No formal education (self-educated)
    2. Less than 8th grade
    3. 8th grade or more but didn't finish high school
    4. High school graduate
    5. Some college or other post-high school training
    6. College graduate
    7. Graduate work but no degree
    8. Graduate or professional degree
    9. Other (please specify):

_____

20. What has been your father's occupation during most of his life? (Be as specific as you can. For example, "automobile salesman" rather than just "salesman".)

_____(27-29)

21. What has been your mother's occupation during most of her life? (As before, please be as specific as possible. If your mother has not worked outside the home, write "housewife".)

_____(30-32)

22. How many years since her marriage has your mother worked at a paying job outside the home? If deceased, how many years did she work?
    1. None (skip to question 24)
    2. One year or less
    3. 2-3 years
    4. 4-5 years
    5. 6-10 years
    6. 11-15 years
    7. 16 or more years

_____

23. What is/was your mother's main occupation during these years of outside employment?

_____(34-36)

24. If you are married, what is the present occupation of your spouse?

_____(37-39)

25. How many older brothers do you have? _____

26. How many younger brothers do you have? _____

27. How many older sisters do you have? _____

28. How many younger sisters do you have? _____(43)

29. What is your approximate grade point average in your college work?
Estimate the letter grade from whatever system is used at your school.

1. Do not yet have grade point average
2. D or lower
3. C-
4. C
5. C+
6. B-
7. B
8. B+
9. A-
10. A or A+

_____(44-45)

30.- Which were the most important reasons for your deciding to attend this
32 particular college? Please choose your three most important reasons.

1. Tuition costs
2. Living costs
3. Closeness to home
4. Special courses or educational programs offered
5. My friends are attending here
6. Recommendation by my high school counselor
7. Recommendation by my high school teacher(s)
8. The reputation or educational standards of the school
9. Chances for getting admitted
10. Chances for financial aid
11. Other (please specify):

Most important _____(46-47)
Second most important _____(48-49)
Third most important _____(50-51)

33.- Before you made the decision to attend this particular college, did you
41. apply to any other schools? If so, please check (✓) which ones.

1. No other applications (check at right and skip to question 42) _____(52)
2. Private business or secretarial school(s) _____
3. Nursing school(s) _____
4. Trade or technical school(s) _____
5. Two-year community or junior college(s) _____
6. Two-year agricultural and technical college(s) _____
7. Four-year private college(s) or universities _____
8. Four-year public college(s) or universities _____
9. Other (please specify): _____

SECTION II - CAREER PLANS AND GOALS

42. Please indicate which one of these categories best applies to you.

1. I have made a fairly definite career choice.
2. I have made a career choice although it is tentative. _____
3. I am undecided or am postponing my career choice (skip to question 57)

43. What career occupation do you expect to enter after you complete your education? Please be as specific as possible.

_____(62-64)

44. When did you first decide on this occupation or career?
    1. Elementary school
    2. Junior high school (grades 7-8)
    3. 9th-10th grades
    4. 11th-12th grades
    5. Period between high school and college
    6. Freshman year in two-year college
    7. Sophomore (or senior) year in two-year college
    8. Other (please specify):

_____(65)

45. Which one of the following sources of information has been most useful to you in choosing your career or occupation?
    1. High school guidance materials including aptitude or interest tests
    2. College catalogs and publications
    3. Newspapers, magazines, television
    4. Career days
    5. Previous work experience
    6. Materials published by employers
    7. Myself
    8. Other

_____

46.- 55. How much do you feel that the following people were an influence upon your present career or occupational choice? Place a check in the appropriate column for each person.

	1. Very much	2. Somewhat	3. Not at all	
Father	_____	_____	_____	(67)
Mother	_____	_____	_____	
Brother(s) and Sister(s)	_____	_____	_____	
Other relative(s) or acquaintances	_____	_____	_____	
High school counselor	_____	_____	_____	
High school teacher(s)	_____	_____	_____	
College counselor or advisor	_____	_____	_____	
College teacher(s)	_____	_____	_____	
Close friend(s)	_____	_____	_____	
Other (please specify):	_____	_____	_____	

56. Which one of these people (listed in the previous question) had the greatest influence on your choice?

_____(77-78)

57.- 58. If you are undecided or postponing your career plans, what possible career or occupational choice(s) are you presently considering? More than one choice may be listed.

Choice #1 _____(6-8)

Choice #2 _____(9-11)

59.- In selecting your occupation or career, which three of the following
61. reasons are important in making your choice? Please RANK these in order of importance.

1. High salary
2. Opportunity to work with people
3. Opportunity for advancement and promotion
4. Chance to be helpful to others or to contribute to society
5. Steady work, security for the future
6. Pleasant surroundings or working conditions
7. Permits use of creativity and originality
8. Chance to use my particular abilities or skills
9. Freedom from supervision
10. High prestige or social status
11. Fits my special interests

Most important _____(12-13)
Next most important _____(14-15)
Third most important _____(16-17)

62. If you could choose any occupation or career you wanted without regard for finances or other personal circumstances, what would you most like to do?

_____(18-20)

63. Which of the following do you feel will be most important in helping you locate a job in your chosen field after you complete your education?

1. Interview with employers
2. College placement services
3. Contacts through parents and friends
4. State employment office services
5. Answer newspaper ads
6. Send letters and resumes to employers
7. Visit employers
8. College faculty in major field
9. I plan to be self-employed
10. I already have a job in my chosen field (How did you locate it?)

_____(21-22)

_____

64. How difficult do you expect it to be to find a job in your chosen field?

1. Very easy
2. Fairly easy
3. Fairly difficult
4. Very difficult

_____

65. What do you expect your starting yearly salary will be working full-time in your field? (Best estimate)

_____(24-26)

66. What yearly salary do you expect to receive after five years of working full-time in your field? (Best estimate)

_____(27-29)

67. After you finish your education, for which kind of employer would you prefer to work?

1. Own business (or farm)
2. Small business (less than 50 employees)
3. Medium or large business or corporation (more than 50 employees)
4. Educational institution (public or private schools, colleges, etc.)
5. Social service agency, public or private
6. Government service (local, state or federal)
7. Professional office (law, medicine, dentistry, etc.)
8. Hospital or other health care facility
9. Other (please specify):

_____(30)

68. Where do you expect to be living five years from now?
    1. New York City area
    2. Another part of New York State
    3. New England
    4. Middle Atlantic States (excluding New York) _____(31)
    5. Midwest
    6. South
    7. West and Southwest
    8. Outside U.S.

69. What do you expect to be doing five years from now? Even if you are uncertain, please give your best estimate of what you expect to do.

_____(32)

70. What do you expect to be doing ten years from now? _____

71. What do you expect to be doing fifteen years from now? _____(34)

SECTION III - EDUCATIONAL ACTIVITIES AND PLANS

72.- Students have different ideas about the purpose of a college education.
73. Which of the goals listed below do you consider most important. Please choose two.
    1. Develop skills and techniques which are directly related to my vocational career. Most important _____
    2. Develop the ability to get along with different kinds of people. Next most important _____
    3. Acquire a basic general education and appreciation of ideas.
    4. Develop the abilities to serve others and remedy major social problems.
    5. Develop moral capacities, ethical standards and values.
    6. Prepare for marriage, family life and civic responsibilities.
    7. Advance learning and stimulate the discovery of new knowledge.
    8. Develop creative or expressive skills.
    9. Other (please specify):

74. Do you plan to transfer to a four-year college?
    1. Yes, as soon as I finish my program in this college.
    2. Yes, but not right away. _____
    3. No

75. What is the highest academic award or degree you actually plan to obtain?
    1. None
    2. Certificate
    3. Associate degree
    4. Bachelor's degree _____(38)
    5. Master's degree
    6. Ph.D. or Ed.D.
    7. Professional degree (law, medicine, etc.)

76. What was your average in high school? Estimate the letter-grade from whatever system was used at your school.

1. D or lower
2. C-
3. C
4. C+
5. B-
6. B
7. B+
8. A-
9. A or A+

_____(39)

77. If you could obtain as much education as you wanted without regard for finances or other personal circumstances, how much education would you really like to have?

1. Would not finish my present course of study
2. Would complete my present course of study (2-year program or certificate)
3. Would complete bachelor's degree
4. Would complete master's degree
5. Would do graduate work toward Ph.D. or other professional degree
6. Other (please specify):

_____

78.- 80. In thinking about the future, which of the following do you expect will provide you with the greatest satisfaction in life? Please select THREE. Please write the number of your choice in the indicated spaces.

1. Literature, art or music
2. Career and occupation
3. Family relationships
4. Leisure time recreational activities
5. Religious beliefs or activities
6. Participation as a citizen in the affairs of your community
7. Participation in activities directed toward national or international betterment
8. Friends
9. Other (please specify):

Choice #1 _____
Choice #2 _____
Choice #3 _____

81. Since the beginning of the school year about how often have you consulted or met with a college counselor?

1. Once every two weeks or more
2. Once a month
3. Twice a semester
4. Once a semester
5. Never
6. Other (please specify):

_____

82. Since the beginning of the school year about how often have you consulted or met with a faculty member?

1. Once every two weeks or more
2. Once a month
3. Twice a semester
4. Once a semester
5. Never
6. Other (please specify):

_____

83. How well do you feel you know faculty and college counselors?

1. I have more and better contacts with faculty.
2. I have more and better contacts with college counselors.
3. I have equally frequent and good contacts with both faculty and counselors.
4. I do not know either faculty or counselors very well.

_____(46)

84. In general how satisfied do you think students on your campus are with the assistance they received from college counselors?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied _____(47)
   4. Very satisfied

85. In thinking through your vocational and educational plans how helpful have counselors been in this college?
   1. No opinion, I have not consulted them on this matter.
   2. They are no help.
   3. They are somewhat helpful. _____
   4. They are very helpful.

86.- 94. Listed below are some topics which often are a problem to college students. Since the beginning of this school year, which of these topics have been a problem to you? Place a check in the space provided for each topic to indicate the degree to which it has been a problem this year.

	1. Not a Problem or Concern this year	2. Some Problem or Concern	3. Major Problem or Concern
1. Academic majors and specializations available in the college	_____	_____	_____(49)
2. Registration and course selection	_____	_____	_____
3. Graduation and other academic requirements and regulations	_____	_____	_____
4. Academic problems (grades, study habits, exceptions to regulations and petitions)	_____	_____	_____
5. Vocational choice (or post-graduation plans)	_____	_____	_____
6. Personal problems	_____	_____	_____
7. College rules and regulations	_____	_____	_____
8. College services and opportunities	_____	_____	_____
9. Other (please specify):	_____	_____	_____

SECTION IV - MARRIAGE AND FAMILY PLANS

95. What are your plans for marriage?
   1. Do not ever plan to marry.
   2. Already married at this time.
   3. Would marry before completing my present educational program. _____
   4. Would prefer to complete my present education or training first.
   5. Would prefer to complete all my education or training first.
   6. Would prefer to work for at least two years after completing my education before marrying.

96. How many children would you like to have when your family is complete?
   1. None
   2. One
   3. Two _____(59)
   4. Three
   5. Four or more

In the following three questions, women should reply in terms of their own plans; men answer in reference to their attitudes concerning a wife's work.

97. Do you expect that you (your wife) will work after marriage, before children?
    1. No
    2. Uncertain
    3. Yes

_____(60)

98. If you have children, do you expect that you (your wife) will work?
    1. No
    2. Uncertain
    3. Yes

_____

99. If you (your wife) were to return to work at a job taking at least 20 hours a week, when do you think this would take place?
    1. As soon as possible after the birth of a child.
    2. When the youngest is in nursery school.
    3. When the youngest child is in kindergarten or first grade.
    4. When the youngest child is in junior high.
    5. When the youngest child is in senior high.
    6. After children have left home or are on their own.
    7. Do not expect that I (my wife) will work.

_____(62)

IF YOU HAVE ANY FURTHER EXPLANATION OR COMMENTS CONCERNING THE ABOVE QUESTIONS, PLEASE USE THE SPACE BELOW FOR YOUR REPLY.

AUG 22 1980

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